Phoenix Academy Charter School Renewal

To empower each other to follow our passions and lead purposeful lives

Presented by

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Table of Contents

INTRODUCTION, AFFIRMATIONS AND ASSURANCES 6

ELEMENT A. DESCRIPTION OF THE EDUCATIONAL PROGRAM 11

MISSION AND VISION OF PHOENIX ACADEMY CHARTER SCHOOL 12

MISSION 12

VISION 12

VALUES 12

STUDENT OUTCOMES 13

KEY ELEMENTS OF PHOENIX ACADEMY CHARTER SCHOOL 13

TARGET POPULATION 16

INTENT TO EXPAND GRADE LEVEL OFFERINGS 18

NUMBER OF STUDENTS SERVED 19

COMMUNITY NEED FOR THE PROPOSED SCHOOL 20

NEED FOR COLLEGE AND CAREER PREPARATORY COURSES 20

NEED FOR 21ST CENTURY SKILL DEVELOPMENT 23

HOW WE WILL MEET THE NEEDS OF OUR TARGET POPULATION 24

ATTENDANCE 29

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY 31

HOW LEARNING BEST OCCURS 38

PRINCIPLE 1: HIGH EXPECTATIONS LEAD TO HIGH ACHIEVEMENT FOR ALL STUDENTS 38

PRINCIPLE 2: TEACHING AND LEARNING NEEDS TO BE VISIBLE 39

PRINCIPLE 3: RELEVANT CONTEXTS ENABLE DEEPER LEARNING 40

PRINCIPLE 4: ACHIEVEMENT INCREASES WITH PERSONALIZATION 41

PRINCIPLE 5: A GROWTH MINDSET SUPPORTS A CULTURE OF CONTINUAL LEARNING 42

PRINCIPLE 6: RELATIONSHIPS SUPPORT LEARNING AND EMPOWER STUDENTS 44

CURRICULUM AND INSTRUCTIONAL DESIGN 45

INSTRUCTIONAL FOCUS 45

CLASSROOM PHYSICAL ENVIRONMENT 46

NONCLASSROOM BASED ENVIRONMENT 46

INSTRUCTIONAL APPROACHES AND STRATEGIES 51

FLEXIBLE USE OF TIME AND SPACE 51

CURRICULUM AND SOFTWARE SUPPORTS TO FACILITATE INSTRUCTION 58

Back to TOC

MODULAR CURRICULUM THAT BUILDS CONTENT AND SKILLS 58
CORE CONTENT 58
LANGUAGES OTHER THAN ENGLISH 62
VISUAL AND PERFORMING ARTS 62
PHYSICAL/WELLNESS EDUCATION 63
ELECTIVE COURSES 63
COURSE OFFERINGS AND GRADUATION REQUIREMENTS 63
A CULTURE THAT SUPPORTS 68
IN LAK'ECH 69
THE ROLE OF THE TEACHER 70
PROFESSIONAL DEVELOPMENT OPPORTUNITIES 73
SPECIAL POPULATIONS 75
ACADEMICALLY LOW ACHIEVING STUDENTS 79
ACADEMICALLY HIGH ACHIEVING STUDENTS 80
ENGLISH LEARNERS 82
SPECIAL EDUCATION STUDENTS 86
WASC ACCREDITATION AND TRANSFERABILITY 100

ELEMENTS B AND C. MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT 101

ASSESSMENT FOR LEARNING 121
ASSESSMENT TOOLS 122
DATA-BASED DECISIONS 123
REPORTING 124

ELEMENT D. GOVERNANCE STRUCTURE 126

LEGAL STRUCTURE 126
GENERAL PROVISIONS 129
TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES 129

ELEMENT E. EMPLOYEE QUALIFICATIONS 131

EMPLOYMENT POLICIES AND PROCEDURES 131
TEACHER HIRING, EVALUATION AND ADVANCEMENT 135
EMPLOYEE POSITIONS AND QUALIFICATIONS 135

Back to TOC

General Qualifications 136

ELEMENT F: HEALTH AND SAFETY PROCEDURES 140

Criminal Record Summaries 140
Facilities Safety 141
Health and Safety Procedures 141

ELEMENT G. MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE 144

ELEMENT H: ADMISSIONS REQUIREMENTS 147

ELEMENT I. ANNUAL FINANCIAL AUDIT PROCESSES, INCLUDING EXCEPTIONS AND DEFICIENCIES RESOLUTIONS 150

Audit Compliance 150
Budgets 151
On-Site Financial Management 151
Financial Plan 152
Demographics 152
Revenues 153
Expenditures 155
Annual Audit 159

ELEMENT J. SUSPENSION AND EXPULSION POLICIES 162

General Provisions 162
Policies for Suspension and Expulsion 162
Enumerated Offenses 164
Suspension Procedure 174
Authority to Expel 176
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities 182

ELEMENT K. EMPLOYEE BENEFITS 187

ELEMENT L. ATTENDANCE ALTERNATIVES 188

ELEMENT M. RETURN RIGHTS OF EMPLOYEES 189

ELEMENT N. DISPUTE RESOLUTION PROCEDURES 190

ELEMENT O. EMPLOYEE REPRESENTATION 191

ELEMENT P. PROCEDURES FOR CLOSING 192

POTENTIAL CIVIL LIABILITY EFFECTS AND IMPACT ON AUTHORIZER 194

FACILITIES 195

OTHER OPERATIONS 196

CONCLUSION 197

Appendix

Element A:

1. **Open House for Districts Meeting Slides**
2. **School Calendar**
3. **Sample Schedules for Grades 9-12**
4. **SCALE Skills Rubric**
5. **English 9 Course of Study**
6. **Integrated Math 1 Course of Study**
7. **Standards for Mathematical Practice Observation Tool**
8. **Modern World History Course of Study**
9. **Integrated Science 1 Course of Study**
10. **Exploratory Work Experience Course of Study**
11. **General Work Experience Course of Study**
12. **Student Training Agreement**
13. **Student Handbooks in English and Spanish**
14. **Student Admissions Form**
15. **Home Language Survey**
16. **Instructional Goals and Coaching Rubric**
17. **Culturally Responsive Teaching Observation Tool**

18. **Road Map Example**
19. **WASC Initial Visit School Description**
20. **WASC Visiting Committee Report**

Element D:

21. **Phoenix Academy Performance Audits from 2015-2019**
22. **Board Policies: Authority, Duties and Powers, Individual Members, Appointment to County Superintendent, Adoption of Policies, Amendment or Suspension of Policies, Formulation of Administrative Regulations.**
23. **Conflict of Interest Code**
24. **Organizational Chart**
25. **Uniform Complaint Policy**
26. **Memorandum of Understanding between MCOE and MCS, PA and Oracle**

Element E:

27. **Sample Position Announcement**

Element F:

28. **Protect Program Overview and Legislation**
29. **Protect Overview: What is Human Trafficking?**
30. **MCOE Model Emergency Plan**
31. **School Safety Plan and Board Report**
32. **Student Sexual and Gender Based Harassment Policies**

Element I:

33. **Financial Plan**

Element J:

34. **Range of Consequences**
35. **Countywide Expelled Student Plan**
36. **CA Education Code for Student Discipline**

Introduction, Affirmations and Assurances

Phoenix Academy Charter School was originally designed to serve students with, or at high risk for, substance use issues. In the 2015 renewal, the charter was broadened to include students who need more social and emotional support to access their education.

This 2020 renewal seeks to expand our target population to include all students seeking a smaller and more personalized academic model. We began a redesign of Phoenix Academy Charter School and its sister program, Marin's Community School, in the 2017-2018 school year to improve student outcomes. We have developed a new academic program that blends project-based learning, competency-based learning, and social and emotional learning. As students develop academic skills and content knowledge, they hone important social and emotional skills to ensure success in whatever path they choose upon graduation. We engage students through helping them build mastery, autonomy, and purpose through flexible learning opportunities.

Phoenix Academy Charter School will continue to be a trauma-sensitive school where we serve students whose needs have not been met in traditional school environments and who may have issues related to substance use. We collaborate with community agencies to ensure students have the resources, opportunities, and support they need. Our revised academic program, codified in this charter renewal, will support a wider array of Marin students who are looking for something different from a traditional public education.

Marin County Office of Education will continue to operate Phoenix Academy Charter School as one part of its alternative education programs. Phoenix Academy is submitting this application for renewal of its charter to the Marin County Office of Education. The renewal request is for the sixth term of five years to cover the period from July 1, 2020, through June 30, 2025.

The Marin County Office of Education hereby certifies that the information submitted in this charter renewal for Phoenix Academy Charter School ("Charter School"), is true to the best of our knowledge and belief. We also certify that the Charter will follow all federal, state, and local laws and regulations that apply to the Charter, including but not limited to:

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

Marin County Office of Education will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(6)]

The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605 (d)(1)]

The Charter School will not charge tuition. [Ref. California Education Code Section 47605 (d)(1)]

The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students. If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Admissions policies are explained in greater detail in Element H. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her

parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]

The Charter School shall not discriminate on the basis of the characteristics listed in Section 220, including immigration status (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605 (d)(1)]

The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

The Charter School will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold per state law and the federal Elementary and Secondary Education Act (“ESEA”). As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605 (l)]

The Marin County Office of Education, on behalf of the Charter School, will at all times maintain all necessary and appropriate insurance coverage.

The Charter School will follow any and all other federal, state, and local laws and regulations that pertain to the application or operation of the Charter School.

The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction and days per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).

If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]

The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605 (c)(2)]

The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Sections 47605 and 47605.1]

The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]

The Charter School shall comply with all applicable portions of the Every Student Succeeds Act (ESEA).

The Charter School shall comply with the Public Records Act.

The Charter School shall comply with the Family Educational Rights and Privacy Act.

The Charter School shall comply with the Ralph M. Brown Act.

The Charter shall comply with all conflicts of interest laws applicable to the Marin County Board of Education.

The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

The Charter School has adopted the Common Core, Next Generation Science Standards and California State Standards for Social Science.

The Charter School shall maintain all books of account in accordance with generally accepted government accounting principles.

Element A. Description of the Educational Program

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

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.
Education Code Section 47605(b)(5)(A)(iii)

Mission and Vision of Phoenix Academy Charter School

Mission

To empower each other to follow our passions and lead purposeful lives.

Vision

We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

Values

At Phoenix Academy Charter School, we value:

- **Multiculturalism:** Solving complex global problems requires cultural understanding, empathy, and the ability to learn and work with others from diverse backgrounds; as well as a deep connection with one's own cultural background.
- **Achievement:** Educational equity is the foundation of a more just society. With the appropriate support and hard work, we can all achieve at high levels.
- **Resilience:** Through robust supports and caring relationships, we can help each other remove barriers to live healthy, purposeful lives.
- **Innovation:** Through reflection, collaboration, and creative problem solving, we will continually improve.
- **Networks and Relationships:** By developing strong relationships, we can positively change the world. Through our networks and relationships, we will

support each other to take positive academic and social risks in school and beyond.

Student Outcomes

All students will be prepared for success in college and career upon graduation.

- **Academics:** Students will master content knowledge and skills necessary to be successful in the modern economy.
- **Mindsets, Essential Skills and Habits:** In addition to academic mastery, all students will develop the skills of self-efficacy, self-management, growth mindset, and social awareness to enable them to continue to learn as they set and achieve their goals.
- **Personal Goals:** Students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.

Key Elements of Phoenix Academy Charter School

High standards of achievement for all students

Education is the foundation for a more just society. We provide opportunities and support for all our students to develop the knowledge, skills, mindsets, and networks necessary to be successful in college, career and life upon graduation.

Real world problem solving

Our students are powerful problem solvers and can positively affect our communities. Through authentic project-based learning, job shadows, mentorships, and partnerships, our students expand their social networks and become more empowered to take on challenges.

Focus on diversity, equity and inclusion

All students benefit from learning in a diverse community. Solving complex, global problems requires cultural understanding, empathy and the ability to learn and work with others from diverse backgrounds. We are committed to enrolling a diverse student body

and serving the traditionally underserved students in our community, particularly low-income students and English learners. Equity is not just about outcomes, it is also about process. At Phoenix Academy Charter School, our students question existing systems and structures to make our school more just and inclusive. Their voices help drive change and improve our school.

Personalized learning

Students have a wide range of skills, knowledge and passions. We empower students to direct their own learning through a blended learning model that includes interdisciplinary project-based learning, 1:1 technology, competency-based learning, and co-teaching. Within these structures, students have the freedom to pursue their interests while mastering core content. Differentiated instruction, targeted supports and flexible uses of time and space provide opportunities for all students to be challenged and engaged. We also provide a wide range of opportunities off campus to help students explore their passions and develop their identities. These opportunities include job shadows, mentorships, and expeditions.

Social and emotional learning

As students solve complex, global problems, they will develop cross-cultural understanding, empathy and the ability to learn and work with others from diverse backgrounds. Social and emotional learning is embedded with academics throughout our school. Students set academic and personal goals while they build on their strengths and develop skills such as self-awareness, self-management, social awareness, self-efficacy and responsible decision-making.

Collaboration

Our structures ensure that there are multiple opportunities for collaboration and developing communities of practice at all levels of the school. Students, teachers and community members have the tools and time to collaborate with each other to deepen thinking and enhance learning.

Trauma-Sensitive School

We understand that traumatic experiences from the past and present impact students' ability to learn. We use relational and restorative practices to create a safe environment, connect students with counseling services, when needed, and build relationships to support students' social and emotional development. As educators, we also pay attention to our own well-being, as our students depend on us for support each day. We take an asset-based approach to teaching and learning, honoring students' lived experiences, skills and unique personalities that they bring to our community.

Community partnerships

We leverage our location in a center of innovation and entrepreneurship to create partnerships with businesses and educational institutions that support student learning through participation in real-world experiences and problem solving. We actively engage parents and community members throughout the development of our school.

Continuous learning

We foster innovation and creative problem solving by students and staff through a process of continuous learning. Systems for reflection and innovation such as Plan-Do-Study-Act cycles help inform all aspects of our school. We promote a culture that supports curiosity, risk-taking, and a growth mindset.

Strategic supports

Strategic supports are necessary in the social emotional as well as the academic realm. In order to fulfill the promise that all students learn at high levels, we will ensure that students' fundamental needs are met first. We connect students and their families to community resources and opportunities to help individuals remove barriers to achievement.

Shared learning

In addition to improvement cycles within the school, we are positioning ourselves as a model for how districts and charters can work together to support innovation and

improve outcomes for all students. We work closely with leaders in innovative school networks such as the New Schools Venture Fund, Silicon Schools Fund, and Big Picture Learning to continuously improve.

Target Population

Phoenix Academy Charter School is designed to engage and support students whose needs have not been met in traditional public schools. Many of our students have not felt a sense of belonging in their previous educational environments and have felt neither seen nor heard. Our school model is designed to build on our students' assets and create a community where each students' identity is validated and affirmed. Our students have rich cultural heritages and have developed skills such as adaptability, cross-cultural communication, collaboration and cultural resilience as a result of their lived experiences. Some of our students are recent immigrants, English Language Learners, and/or students who prefer a highly personalized and flexible schedule to meet their social, emotional and academic needs.

Phoenix Academy Charter School operates in tandem with Marin's Community School. The majority of students currently enrolled in Phoenix Academy Charter School were previously enrolled in Marin's Community School. After experiencing the small, personalized learning environment that we offer, many students choose to enroll in Phoenix Academy Charter School. Our flexible learning model supports learning both on and off campus to create opportunities that may not exist in traditional schools. This charter school provides an alternative option for all families and gives families from Marin's Community School the decision making power to continue learning in our community after students' contracts with their local districts may have expired. Having the opportunity to choose to attend our school has significant social and emotional benefits that allow our students to develop a stronger sense of belonging and pride in our school community.

Over the coming years, we seek to enroll a student population that mirrors the demographics of the San Rafael City High School District. According to California

School Dashboard[1], the 2018-2019 student body attending district high schools in the San Rafael City High School District was 54.6% Socioeconomically Disadvantaged, 18.7% English Language Learners, 56% Hispanic or Latino, 34.8% white, 5% Asian, 1.8% African American, 1.8% Two or more races, <1% American Indian, <1% Pacific Islander, and <1% Filipino. During the 2017-2018 school year, students needing Special Education services made up 11% of Terra Linda High School students, 9.2% of San Rafael High School students, and 12.5% of Madrone High School students[2].

Because local districts refer a disproportionate number of Latino and black students to Marin's Community School, and those students subsequently enroll in Phoenix Academy Charter School, our current enrollment does not reflect the diversity of San Rafael City High School District. We are collaborating with administrators from local districts to directly address systemic racism and shift our demographics to mirror that of San Rafael City High School District as we grow. We have held four meetings since November with local administrators including two presentations at Marin's Community School, a meeting at Terra Linda High, and a presentation at a Principals meeting. In addition, we have been collaborating with Novato's multi-tiered systems of support team to consider how we can make our school a viable option for students who would benefit from our small, personalized learning model. Please see the "Open House District Meeting" presentation slides in the appendix with an overview of these meetings. As a staff, we make diversity, equity, and inclusion work a priority and focus on how race influences our structures, systems, and daily interactions. Our staff has participated in Beyond Diversity trainings to learn how to engage in conversations about race. Our co-principals have additionally participated in Leading for Equity trainings led by Pacific Education Group. To dismantle systemic racism in our school community, each

[1] Enrollment Data for the San Rafael City High School District. California School Dashboard. Web. < https://www.caschooldashboard.org/reports/21654662133262/2019>

[2] Data compiled from San Rafael High School, Terra Linda High School, and Madrone's 2017-2018 School Accountability Report Cards found at: <https://srcs-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516177874114&vdid=it416an2cf1a86q>

individual in the Marin County Office of Education needs to actively practice being anti-racist.

We are located in central Marin, which allows us to serve students throughout the county. We are within walking distance to a nearby bus stop and the SMART train. We have a beautiful, well-maintained facility located at 1111 Las Gallinas in San Rafael, California. As a charter school, we are an option for any student in the state of California.

Intent to Expand Grade Level Offerings

Consistent with the Charter Schools Act "to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure", and consistent with the Phoenix Academy Charter School's Mission, Vision and Values, the Charter seeks to expand its grade level offerings to be inclusive of Transitional Kindergarten through Grade 12. The grade level expansion aims to improve pupil learning; increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving; encourage the use of different and innovative teaching methods; create new professional opportunities for teachers, including the opportunity to be responsible for the learning program; provide parents and pupils with expanded choices; meet measurable outcomes with a method to change from rule-based to performance-based accountability systems, while simultaneously serving to stimulate continual improvements in all public schools. The specifics of the programmatic offerings, enrollment capacity and the educational delivery methodology is pending guidance from the Marin County Public Health Officer during the response to the COVID-19 pandemic, and thereafter. Further specificity will be considered a material revision of the Charter and will therefore trigger a revision to the Charter petition.

Number of Students Served

Within its core program, the Phoenix Academy Charter School will grow to serve up to 160 students in grades seven to twelve over the next five years. As mandated in Ed. Code § 47605(d)(2)(A)-(B), the Phoenix Academy Charter School will serve all families that submit an application for their children up to our enrollment capacity. We will hold a public random drawing if the number of applications received exceeds the number of available spaces. If a public random drawing is required, preferences in the following order shall be extended to siblings of current students, pupils who reside in Marin County, pupils that qualify as socioeconomically disadvantaged, and all other pupils, except as provided for in Section 47614.5. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]

In the 2020-2021 school year, our financial model reflects an assumption of 25 students in grades 7-12. Phoenix Academy Charter School will reach its full enrollment in 2024-2025, with 160 students, as represented in Table 1 below.

Table 1. Phoenix Academy Charter School Projected Enrollment 2020-2025

THE PHOENIX ACADEMY CHARTER SCHOOL PROJECTED ENROLLMENT					
Grades	**Anticipated Enrollment 2020-2021**	**Anticipated Enrollment 2021-2022**	**Anticipated Enrollment 2022-2023**	**Anticipated Enrollment 2023-2024**	**Anticipated Enrollment 2024-2025**
7-12	25	50	80	120	160

Community Need for the Proposed School

Need for College and Career Preparatory Courses

Marin County has wide disparities in education, health, and income. In a publication commissioned by the Marin Community Foundation in 2012, *A Portrait of Marin: Marin County Human Development Report*[3], a resident of the town of Ross will live 7.5 years longer, is 5 times more likely to have a bachelor's degree, and will earn $40,000 more per year than a resident of the Canal. According to Race Counts, Marin County is the "most racially disparate county in California[4]." In Marin County, graduation rates of black and Latino students lag behind their Asian and white peers with 81.8 % of black, 85.9% of Latino, 95.4% of white, and 96.3 percent of Asian students graduating[3].

The achievement gap measured in test scores is stark in Marin County as well, with 73% of white students and 77% of Asian students scoring proficient or above in 11th Grade English Language Arts in 2019, with only 40% of Latino students and 52% of African American students scoring proficient or above[5]. In the San Rafael City High

[3] *A Portrait of Marin: Marin County Human Development Report.* 2012. Web. <http://www.measureofamerica.org/docs/APOM_Final-SinglePages_12.14.11.pdf>
[4] Race Counts Website. 2020. Web. < https://www.racecounts.org/county/marin/>
[5] 2018-2019 Test Result Date for the California Assessment of Student Performance and Progress Tests. Web. <https://caaspp-elpac.cde.ca.gov/caaspp/>

School District, these disparities are even wider. On the same 2019 English Language Arts test in the San Rafael City High School District, 77% of white students and 82% of Asian students were proficient or advanced while only 33% of Latino students were proficient or advanced. Large disparities also exist according to socioeconomic status. While 74% of not socioeconomically disadvantaged students scored proficient or advanced on the 2019 11th Grade English Language Arts test in San Rafael, only 33% of socioeconomically disadvantaged students scored proficient or advanced. See Tables 2 - 5 for a summary of achievement data from the 2018-2019 California Assessment of Student Performance and Progress Tests from local districts and Marin County[5]. Note: Students identified as American Indian, Filipino, and Pacific Islander were not reflected in this data because the sample sizes were too small to make meaningful comparisons.

Table 2: 2018-2019 California Assessment of Student Performance and Progress - 8th Grade English Language Arts

Percent of students who met or exceed ELA standard by ethnic group and economic status									
	All Students	Asian	Black or African American	Hispanic or Latino	White	Two or more races	Economically Disadvantaged	Not Economically Disadvantaged	Percent difference between not economically disadvantaged and economically disadvantaged
Adaline E. Kent Middle	74%	*	*	50%	77%	80%	40%	78%	38%
Sausalito Marin City	*	*	*	*	*	*	*	*	*
Larkspur-Corte Madera	76%	*	*	50%	83%	92%	35%	82%	47%
Mill Valley Elementary	86%	55%	*	79%	88%	100%	55%	89%	34%
Novato Unified	59%	77%	14%	39%	74%	68%	36%	74%	38%
Ross Valley School District	76%	*	*	61%	80%	83%	51%	80%	29%
San Rafael City Elementary	44%	86%	*	26%	86%	86%	25%	84%	59%
Marin County	67%	75%	34%	37%	82%	83%	33%	81%	48%

*Data not available.

Table 3: 2018-2019 California Assessment of Student Performance and Progress - 8th Grade Mathematics

Percent of students who met or exceed ELA standard by ethnic group and economic status									
	All Students	Asian	Black or African American	Hispanic or Latino	White	Two or more races	Economically Disadvantaged	Not Economically Disadvantaged	Percent difference between economically disadvantaged and not economically disadvantaged
Adaline E. Kent Middle	62%	*	*	35%	63%	86%	33%	65%	32%
Sausalito Marin City	*	*	*	*	*	*	*	*	*
Larkspur-Corte Madera	67%	*	*	26%	77%	83%	17%	75%	58%
Mill Valley Elementary	80%	73%	*	61%	81%	96%	40%	83%	43%
Novato Unified	57%	86%	14%	37%	73%	67%	30%	74%	44%
Ross Valley School District	67%	*	*	57%	68%	83%	29%	73%	44%
San Rafael City Elementary	32%	77%	*	15%	72%	72%	16%	65%	49%
Marin County	59%	75%	24%	26%	73%	78%	23%	73%	50%

*Data not available.

Table 4: 2018-2019 California Assessment of Student Performance and Progress - 11th Grade English Language Arts

Percent of students who met or exceed ELA standard by ethnic group and economic status									
	All Students	Asian	Black or African American	Hispanic or Latino	White	Two or more races	Economically Disadvantaged	Not Economically Disadvantaged	Percent difference between economically disadvantaged and not economically disadvantaged
Novato Unified	61%	86%	54%	43%	70%	80%	61%	71%	10%
San Rafael City High	52%	82%	*	33%	77%	*	33%	74%	41%
Tamalpais Union High	72%	73%	45%	58%	74%	64%	49%	75%	26%
Marin County	63%	77%	52%	40%	73%	71%	38%	73%	35%

*Data not available.

Table 5: 2018-2019 California Assessment of Student Performance and Progress - 11th Grade Mathematics

Percent of students who met or exceed ELA standard by ethnic group and economic status									
	All Students	Asian	Black or African American	Hispanic or Latino	White	Two or more races	Economically Disadvantaged	Not Economically Disadvantaged	Percent difference between economically disadvantaged and not economically disadvantaged
Novato Unified	37%	73%	8%	19%	46%	59%	37%	48%	11%
San Rafael City High	35%	76%	*	11%	65%	*	12%	60%	48%
Tamalpais Union High	58%	64%	18%	35%	61%	54%	38%	60%	22%
Marin County	47%	68%	15%	18%	59%	66%	19%	58%	39%

* Data not available.

According to the *Portrait of Marin: Marin County Human Development Report*, "More than ever before, more education is the surest route to a higher income. American adults today who did not complete high school typically earn about $18,000; college graduates, $47,000. Support for every young person in Marin to obtain a college degree would be the most worthwhile investment for increasing living standards."[6]

The Phoenix Academy Charter School will provide a rigorous education that prepares all students to succeed in college, career and life by building on their strengths and helping each student develop the knowledge, skills, mindsets, and networks they need to meet their personal goals. In a community with resources such as ours, we need to provide more equitable opportunities for students within our education system so that these achievement gaps narrow and we build a more prosperous community.

Need for 21st Century Skill Development

Phoenix Academy Charter School believes that our students' wide range of lived experiences can become a powerful asset in preparing students for the 21st Century

[6] *A Portrait of Marin: Marin County Human Development Report.* 2012. p. 48 Web. <http://www.measureofamerica.org/docs/APOM_Final-SinglePages_12.14.11.pdf>

workplace.[7] In a 2006 employer survey, the Bureau of Labor Statistics found that five 'applied' skills (critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and diversity) were ranked consistently more important than content knowledge or expertise.[8] Clearly, a new model of instruction that empowers students to learn from and alongside one another will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

How We Will Meet the Needs of Our Target Population

The needs of our target population go beyond the academic realm. Many of our students bring strengths and experiences that have gone unnoticed in other settings. We focus on building relationships with each learner to understand what their interests and values are. We support students in bridging the skills that they have developed in their lived experiences to solve new challenges.

Trauma-Sensitive Approach

Many students have experienced a variety of traumatic childhood experiences which has both led to both resilience and chronic stress. Chronic stress can result in difficulty with emotional regulation, substance use issues, and difficulty learning. Our team uses a trauma-sensitive approach and helps students feel safe and supported through love, connection, community building, creative self-expression, and purposeful learning opportunities. We provide counseling services through our partners such as Bay Area Community Resources, who provide individual and group substance use counseling, Marin County Probation, who provide counseling services, and Marin Community Clinic's Fuerte program, which provides group-counseling services in Spanish to address the effects of traumatic experiences related to immigration.

Networks and Relationships

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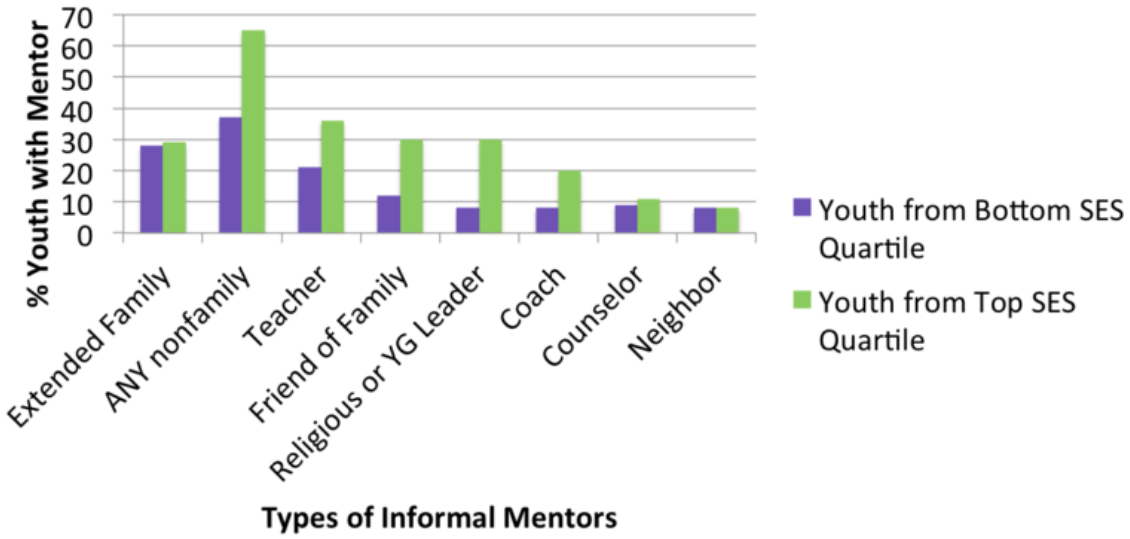
[7] Freire, Paulo. *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Lanham: Rowman & Littlefield, 1998. Print.

[8] "Are They Really Ready To Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce." Partnerships for 21st Century Learning, 2006. Web. 10 Sept. 2015. <http://www.p21.org/storage/documents/FINAL_REPORT_PDF09-29-06.pdf>.

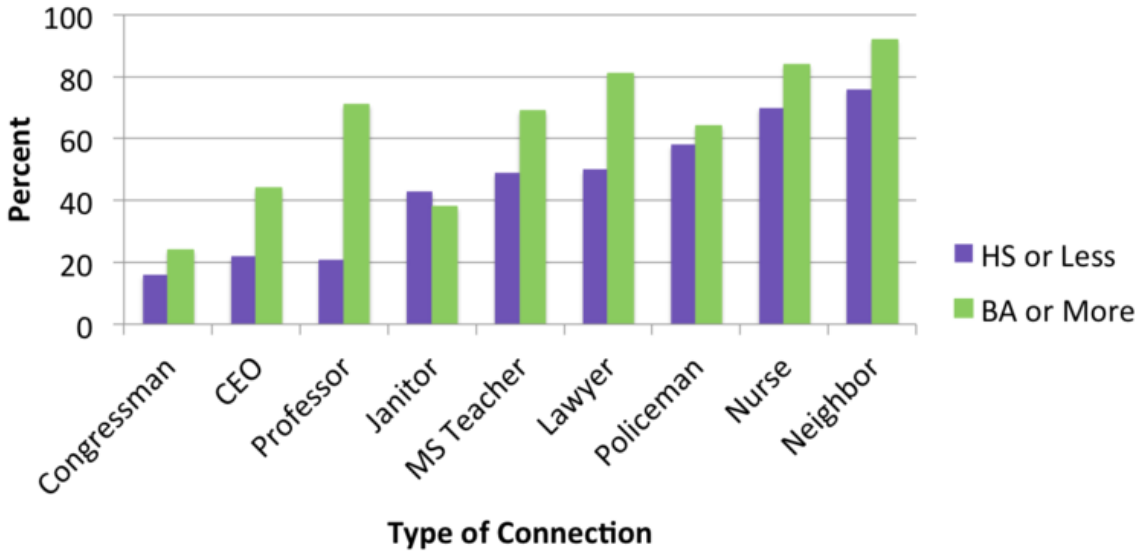
In Robert Putnam's *Our Kids: The American Dream in Crisis*[9], the relationship between socioeconomic status and the number of community connections is observed. Extrapolated from the research, Graph 1 represents the relationship between socioeconomic status (SES) and the types of mentors a student would have, and Graph 2 showcases the relationship between education and types of connections one would have.

Graph 1: Socioeconomic Status (SES) and Percent of Youth with Mentors



[9] Putnam, Robert D. *Our Kids: the American Dream in Crisis*. New York, NY: Simon & Schuster, 2015. Print.

Graph 2: Levels of education (High School or Bachelor's Degree or Higher) and Types of Connections.



As indicated in these graphs, social networks and access to opportunities are closely related. As a person's network of relationships expand with people in various levels of positional authority and privilege, opportunities expand as well. The Phoenix Academy Charter School will be a place where students will make connections not only with teachers and peers but also with entrepreneurs, business owners, professionals, and others in the community who reflect our students' backgrounds. We have designed our school to have multi-grade classes that supports looping and collaboration. This allows students to build deeper relationships with their teachers, as well as making connections with older students.

We work with community based organizations such as the Multicultural Center of Marin (MCM) to contract with individuals who are multilingual and who support our students socially, emotionally, and academically as "learning coaches." We also work with organizations such as MCM to provide an after-school mentorship program, which helps students, develop strong relationships with adults both on and off campus. Additionally, we have volunteers and mentors from Dominican University and the College of Marin support students as tutors during classes.

Rigorous and Relevant Learning

Phoenix Academy Charter School is also designed to integrate the community into the curriculum through projects designed around students' interests and the community's needs. Students will also make connections with local, national and global community members through our Learning Through Interest (LTI) program and during Personalized Learning Time where students can explore interest-driven projects. The intention is for students to follow their interests to deepen their engagement in school and in the community.

While we do not believe that a four-year college is the path for every student, we do believe that all students should have the opportunity and support needed to succeed in a four-year university, college or career of their choice. Our instructional model is one without tracking, in which all students reach their goals through individualized support within heterogeneous classes. We will accomplish this through flexible use of time within co-teaching environments, competency-based grading, project-based learning, blended instruction and strategic supports such as additional English Language Development time and mathematics support time when necessary.

Our courses of study are in the process of being developed so that students of all levels can learn within the same unit of study. Within a unit of study for 9th grade English for example, students could demonstrate the level of understanding through assessments to meet the minimum requirements to graduate or students could "level up" in each unit to meet UC A-G designation on their courses. Leveling up could entail reading and analyzing additional texts related to the unit or demonstrating a wider breadth of skills and content knowledge within the unit of study.

Engaging students in relevant learning opportunities that contextualizes content and draws on students' lived experiences improves learning outcomes (and California state assessment scores). Teaching through a project-based learning (PBL) model allows students to not only grasp the content but increase application to other scenarios. For mathematics, a comparison between schools that implement problem based learning

(PrBL) and more traditional schools showcases that students in the PrBL model outperform students in the traditional model in a variety of outcomes[10]. Also, students in a PBL model for English Language Arts not only build their speaking skills but develop deep thinking that the standards require[11].

Our blended learning approach will help us meet the needs of each individual student, building on strengths and supporting students as they learn. Blended learning is defined by the Clayton Christensen Institute as "a formal education program in which a student learns: At least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience."[12] Our particular model of blended learning means that teachers are freed up to work with groups and individuals, while other students participate in self-driven learning opportunities.

Blended learning allows teachers freedom to use their knowledge and skills in more targeted and meaningful ways, and allows students to direct the time, location and pace of their own learning. As we enter this time of uncertainty as we navigate Covid-19, having a fluid instructional model that allows us to have online portions for learning and in-person meetings with students will be essential.

Targeted Supports

Finally, we will also serve the needs of our target populations by addressing some barriers to education that exist due to trauma, differences in opportunities, and

[10] Condliffe, Barbara. "Project-Based Learning: A Literature Review." *Lucas Education Foundation* (2015): 48-49.
[11] Larmer, John, and John R. Mergendoller. "Speaking of Speaking." *Education Leadership* 70.4 (2012): 74-76. Web.
[12] "What is Blended Learning?" From The Clayton Christensen Institute. Web. <http://www.christenseninstitute.org/blended-learning/>

discrepancies in health care through a focus on social emotional learning outcomes, defined and described in the section below.

Attendance

The academic calendar for 2020-2021 is attached in the appendix. The first day of school will be August 20th, 2020 and the last day of school will be June 9th, 2021. There are 180 school days for students and 187 days for teaching staff. Charter School will conduct instructional minutes in compliance with Education Code Section 47612.5. As we navigate a world with Covid-19, and school closures due to the pandemic and/or natural disasters such as fires, we will explore the option to move to a year-round instructional calendar. Classroom-based instruction will be provided at 1111 Las Gallinas Avenue, San Rafael, CA 94903.

This charter renewal would explore the option to include nonclassroom-based instruction in addition to classroom-based instruction. Notably, a change to include nonclassroom-based instruction would trigger a material change to the Charter.

We will maintain appropriate attendance records (EC110703). Records shall include but not be limited to: (1) A copy of adopted governing board policy and procedures, (2) A separate listing of the pupils and adult education students, by grade level, program and school, who have engaged in independent study, identifying units of the curriculum undertaken and units of the curriculum completed by each of those pupils in grades 7 to 8, and identifying course credits attempted by and awarded to each of those pupils in grades 9 to 12 as specified in their written agreements., (3) A file of all agreements, including representative samples of each student's work products bearing signed or initialed and dated notations by the supervising teacher indicating that he or she has personally evaluated the work, or that he or she has personally reviewed the evaluations made by another certificated teacher., (4) A daily or hourly attendance credit register, as appropriate to the program in which the pupils or adult education students are enrolled, separate from classroom attendance records, and maintained on

a current basis as time values of pupil or adult education student work products are personally judged by a certificated teacher.

Including nonclassroom-based instructional activities as part of our charter could allow more off-campus learning opportunities for students to work with mentors in the community through our work experience education program, will allow students to demonstrate proficiency of learning goals for each course in a variety of settings, including distance learning options with the support of our certificated staff, and independent study as needed. If implemented, nonclassroom-based instruction will be conducted for the instructional benefit of the pupil and is dedicated to that function.

Each student that takes advantage of independent study will have a written agreement on file that includes:

1. General student data including the name, address, grade level, school of enrollment, and program placement. *EC* 51748, 51747.3(b), and 46300.1
2. The beginning and end dates of the agreement *EC* 51747(c)(5)
3. The duration of agreement (not more than one semester or half year) *EC* 51747(c)(5)
4. List of subjects/courses in which the student is enrolled and number of course credits to be earned or other statement of credit for short-term agreements *EC* 51747(c)(6); 5 *CCR* 11703(b)(2)
5. The learning objectives for the course(s) and assignments attempted under the agreement *EC* 51747(c)(2) and 51745(a)(3); 5 *CCR* 11700(e)(f) and 11702(b)
6. The methods of study, including the student activities selected by the supervising teacher that the student will complete in order to meet the course objectives *EC* 51747(c)(2); 5 *CCR* 11704(c)
7. The methods of evaluation that will be used to determine if the student met the learning objective(s) *EC* 51747(c)(2)
8. The specific resources, including instructional materials and personnel, which will be made available to the student *EC* 51746 and 51747(c)(3); 5 *CCR* 11700(i) and 11701.5

9. The maximum length of time between the date of the assignment and when it is due, by grade level and type of program (pursuant to Board Policy) *EC* 51747(a)
10. The number of missed assignments that will lead to an evaluation to determine if independent study is appropriate for the student *EC* 51747(b) and 51747(c)(4)
11. Statement that independent study is a voluntary option *EC* 51747(c)(7); 5 *CCR* 11700(d)(2)(A)
12. Statement that instruction may be provided for an *EC* 48915 (expulsion) or 48917 (suspended expulsion) student through independent study **only if** the student has the continuous choice of classroom instruction *EC* 51747(c)(7); 5 *CCR* 11700(d)(2)(B)
13. Reporting/returning assignments to teacher(s) *EC* 51747(c)(1)
    - Time(s) for meetings/reporting
    - Frequency of meetings (can be a combination of online, face-to-face, or lab)
    - Location (may be a combination of labs, classrooms, face-to-face, and/or online)
14. Dated signatures for student, parent/guardian, teacher, and other assisting person(s). *EC* 51747(c)(8)

As we are committed to creating a safe and secure environment at our school, accurate attendance data and reporting is a high priority for our team. Our attendance procedures will be consistent with Marin County Board of Education Policy 5122. Parents/guardians should telephone the school before 10:00 a.m. if an absence occurs and specify the reason for the absence. Absences will be excused if a student is ill, has a medical appointment, has a death in the family, or is on quarantine.

What it Means to Be an Educated Person in the 21st Century

In Tony Wagner's book, *Creating Innovators: The Making of Young People Who Will Change the World,* he argues that there is "near consensus on the importance of innovation in today's economy."[13] However, our current education system does not

[13] Wagner, Tony, and Robert A. Compton. *Creating Innovators: The Making of Young People Who Will Change the World*. New York: Scribner, 2012. Print.

nurture innovation. Instead, as Wagner asserts, we emphasize individual achievement over collaboration; specialization over multi-disciplinary learning; risk avoidance over trial and error; consuming over creating; and extrinsic over intrinsic motivation.

The National Association of Colleges and Employers published the 2014 list of the top 10 skills employers were looking for when hiring a college graduate, a good place to start when asking ourselves what it means to be an educated person in the 21st century. The top five were:

1. Ability to work in a team structure
2. Ability to make decisions and solve problems
3. Ability to communicate verbally with people inside and outside an organization
4. Ability to plan, organize and prioritize work
5. Ability to obtain and process information[14]

The Phoenix Academy Charter School structure explicitly addresses student acquisition of all of those skills, with our problem-based learning focus, and our student-centered curriculum that allows and encourages students to take ownership of prioritizing their work, understanding what information they need to make decisions, and collaborating with others to learn and create. Through this system, we move from a compliance-oriented structure where students earn points for turning papers in on time to a structure in which we explicitly help students strengthen their knowledge and skills such as self-management, social awareness, self-efficacy, growth mindset, critical thinking and creativity.

There are many lists and ideas about what constitutes “21st century learning,” and what students need to know and be able to do. Perhaps the most comprehensive comes from

[14] Adams, Susan. "The 10 Skills Employers Most Want in 2015 Graduates." *Forbes*. Forbes Magazine, 12 Nov. 2014. Web. 15 Oct. 2015.

the Partnership for 21st Century Learning[15] (P21), which consulted educators and business people, and created a list of 21st Century Student Outcomes they have determined were necessary for success. Below we outline what those are and how Phoenix Academy Charter School's model ensures students are prepared.

Key Subjects and 21st Century Themes

We believe that the Common Core State Standards[16], adopted by the state of California, provide a good framework for core competencies in English/Language arts (including how it is applied in the social sciences), and math. The framework scaffolds the standards from kindergarten through 12th grade, starting with the anchor standards for college and career readiness. In addition, our curriculum is structured around the Next Generation Science Standards[17] and California History-Social Science Framework[18]. For more information about our curriculum, please see the section titled Curriculum and Instructional Design.

P21 also recommends students are knowledgeable in the following themes:

- Global Awareness
    - Our curriculum provides a wide range of real world learning experiences including relevant projects, expeditions, and internship opportunities in the community.
- Financial, Economic, Business and Entrepreneurial Literacy
    - Students will take typical economics classes but will gain entrepreneurial literacy as they work with local organizations during our Learning Through Interest program to improve their understanding of what it takes to turn an idea into reality.
- Civic Literacy

[15] "Framework for 21st Century Learning - P21." *Framework for 21st Century Learning - P21*. Partnership for 21st Century Learning, n.d. Web. 29 Dec. 2015. http://www.p21.org/our-work/p21-framework

[16] Common Core State Standards. www.corestandards.org

[17] The Next Generation Science Standards. www.nextgenscience.org

[18] California History-Social Science Standards. www.cde.ca.gov/ci/hs/cf/hssframework.asp

    - Through the projects, students will develop connections with the community, including civic leaders. They will come to understand the local political processes, and how they relate to national and international governances.
- Health Literacy
    - In addition to taking required health courses, our teachers embed social and emotional learning into their daily curriculum. This often includes developing self-awareness through mindfulness. We work with a variety of partners including Bay Area Community Resources, Marin Community Clinics, and Marin County Probation to support students' mental health. We partner with Huckleberry Youth to discuss healthy relationships, sex education, drug and alcohol use, gender identity, and prevent sex trafficking. Students also have opportunities to do internships at local "Health Hubs."
- Environmental Literacy
    - As part of their science courses, students explore relevant environmental issues through projects. Our teacher(s) partner with local organizations such as the Marin Mammal Center, Multicultural Center of Marin, OneTam, and others to provide learning experiences in the field where students become citizen scientists.

Learning and Innovation Skills

P21 states that these skills include creativity and innovation, critical thinking and problem solving, and communication collaboration. Our project-based learning model ensures that students develop these skills. Our Curriculum and Instructional Design provides details how both disciplinary and interdisciplinary project-based learning can be used in our core instruction period. It also explains how students will have time to follow their interests through our Personalized Learning Time class and Learning Through Interest Program so that they become self-motivated, competent and lifelong learners.

Information, Media and Technology Skills

As a 1:1 school, we explicitly ensure that all students have the skills to use technology as a tool to enable their learning. While young people often have a facility with technology, they don't always have the knowledge and skills to use them most effectively. We appreciate the work of Alan November, and his First 5 Days of Learning that helps educators ensure they "set.the stage for engaged global learning."[19] We need to be explicit in helping students understand how to access the nearly infinite amount of information available today, and not only how to ask the good questions, but to use hardware and software to help them organize and utilize the information they do find. Skills need to be taught, learned and practiced.

Life and Career Skills

As stated above, many of the 21st century skills ARE life and career skills. Specifically, P21 asserts that students need to cultivate:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Again, our use of project and problem-based learning offers students the best setting in which to develop and hone these skills. Through explicit instruction as well as descriptive skills progressions, with ample formative assessment and feedback, students will continue to develop these necessary skills.

The Marin County Office of Education believes that the current system falsely separates learning from doing. We spend the first quarter of our lives "learning" from a succession of schools, and only after we have acquired the credentials are we considered prepared to "do." As Harvard Professor David Edwards argues in his *Wired* essay, "learning and

[19] "First 5 Days of School for Educators." *November Learning*. November Learning, n.d. Web. 29 Dec. 2015. http://novemberlearning.com/educational-resources-for-educators/first-5-days-of-school/

doing have become inseparable in the face of conditions that invite us to discover."[20] We need to solve global issues of poverty, exponential population growth, drought, pandemics - and in order to do so, we must discover new answers. In our school, students will learn how to tap into their own creativity and build knowledge and skills in collaborative teams that would not be possible in a traditional single-discipline classroom. To be educated means to understand how to create innovative approaches to solving problems, but also to constantly learn from feedback, adjusting technique as you go.

A good analogy to consider is basketball. We might start instructing with teaching rudimentary skills, but we would never wait until students have mastered each component of the game until we allowed them to play. Rather, we allow them to play and coach and facilitate within the context of the game, addressing skills gaps with drills and clinics between games. Students learn from the coaching, but also from the experience of playing - and failing - in the game. A player who quits every time the ball is stolen from her will not learn. A player who comes to realize, through feedback, observation and coaching, the conditions that exist when the ball is stolen, will learn how best to avoid that pitfall in the future.

But a list of skills doesn't actually get at what it means to be a truly *educated person* in the 21st century. In the No Child Left Behind era there has been an emphasis on students learning core "foundational" knowledge, at the expense of developing ways of being and habits of success that will allow them to be the creative thinkers and problem solvers we need them to become. We need to ensure that all students, regardless of background, become metacognitive and self-directed in their learning. These habits will be explicitly scaffolded and modeled for students, with the goal of ensuring that each student gets the support they need to function and take increasing levels of agency over their own learning. Our students consider who they are, what they think, and what their strengths are as they discover interests and find purpose.

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[20] Edwards, David. "American Schools Are Training Kids for a World That Doesn't Exist." *Wired.com*. Conde Nast Digital, 17 Oct. 2014. Web. 17 Oct. 2015.

Social Emotional Learning

Students need to develop and hone their social emotional competencies in order to support their academic success. In a meta-analysis of 213 studies, Durlak, et. al. found that explicit social emotional learning led to students having more positive attitudes towards themselves, others, and schooling, as well as decreased behaviors that inhibits learning and school success.[21] Phoenix Academy Charter School focuses on helping students develop the following social and emotional learning (SEL) competencies, as defined by Transforming Education[22]:

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Self-efficacy:** The belief in one's ability to succeed in achieving a specific outcome or reaching a specific goal.
- **Growth Mindset:** The belief that one can grow their talents and abilities with effort.

We collaborate with Transforming Education, a nonprofit organization that supports our staff in explicitly teaching and giving students feedback on their strengths and areas of

[21] Durlak, Joseph A., Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Schellinger. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development* 82.1 (2011): 405-32. Web. 16 Feb. 2016. <http://www.wondergrovelearn.com/wp-content/uploads/2014/02/The_impact_of_-enhancing_students_social_and_emotional_learning.pdf>.

[22] Transforming Education Website, <http://transformingeducation.org>

growth with respect to these social and emotional skills. In addition, we use their school wide surveys to give us feedback to continually improve.

How Learning Best Occurs

Phoenix Academy Charter School's unique learning model is founded on the principles outlined below to prepare students with the necessary content and skills to become self-motivated, competent and lifelong learners.

Principle 1: High Expectations Lead to High Achievement for All Students

In 1968, Robert Rosenthal and Lenore Jacobson published a study that explored the effect of higher expectations on student performance. In their study, teachers that were led to expect greater performance from their students had improved performance compared to their peers. Similarly, students whose teachers have low expectations of them tend to achieve less than their peers. This phenomenon, known as the Pygmalion Effect, describes how biases that influence a person's performance can lead to self-fulfilling prophecies.[23] At Phoenix Academy Charter School, all students will be believed in and supported as they develop the knowledge and skills necessary to be successful in college, career and life.

While we know that all students are capable of achieving at high levels, we also know that each student requires specific supports to scaffold and extend their learning. If a student has already mastered concepts, teachers will help the student apply their knowledge in deeper ways or help the student push forward in their learning. We also provide students with opportunities and resources to help students develop foundational knowledge and skills they need to accelerate their learning. Our teachers provide students with appropriately challenging lessons and interventions to support each student. Learning happens when a learning experience is just beyond the student's

[23] Rosenthal, Robert, and Lenore Jacobson. *Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development*. New York: Holt, Rinehart and Winston, 1968. Print.

independence level, or her zone of proximal development.[24] As described in the "Curriculum and Instructional Design" section below, our learning model has a variety of embedded structures that allow students and teachers to personalize learning experiences. Through variable use of instructional time and targeted interventions, we will ensure that all students learn at high levels.

Principle 2: Teaching and Learning Needs to be Visible

According to John Hattie's book, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement,* "teachers need to know the learning intentions and success criteria of their lessons, know how well they are attaining these criteria for all students, and know where to go next in light of the gap between students' current knowledge and understanding and the success criteria (Hattie,p. 239)."[25] Teachers at the Phoenix Academy Charter School will powerfully organize learning goals to help students acquire knowledge, make meaning of knowledge, and apply knowledge to new contexts. Teachers will develop learning goals and proficiency scales that are aligned to the Common Core, Next Generation Science Standards, and the California History-Social Science Framework. At all times, students should know what they are learning what their next steps in their learning process are.

Learning is an incredibly personal experience for each student. Each student has a unique set of lived experiences, knowledge, and values that the teacher must understand. Zaretta Hammond wrote in *Culturally Responsive Teaching and the Brain*: "Trust between teachers and students is the affective glue that binds educational relationships together."[26] In order to engage students, teachers need to determine what students are thinking, and what their passions are, because ultimately, students will

[24] Vygotskiĭ, L. S., and Michael Cole. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard UP, 1978. Print.
[25] Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge, 2009. Print.
[26] Hammond, Zaretta. *Culturally Responsive Teaching and the Brain*. Thousand Oaks, California: Corwin, 2015. Print.

decide what they learn and retain.[27] Complex relationships including the role of the teacher, influence of peers, and a student's private experiences need to be understood to create learning experiences tailored to each student.

At Phoenix Academy Charter School, students' voices will actively influence how learning occurs. Through classroom circles, regular conversations with teachers, surveys, exit tickets, student panels, and leadership committees, student voices will constantly inform instruction.

As our teachers better understand each learner, they will provide learning experiences that connect to each student's prior knowledge and experiences. In this way, students will be able to construct and reconstruct their own knowledge. Through frequent formative assessments, teachers will provide students with timely feedback on their learning and help them increase their level of cognitive difficulty. Frequent formative assessments will also provide teachers with data to determine the effectiveness of a particular teaching event. Based on data on student achievement, teachers will modify their instructional strategies to maximize their effects on student learning.

Principle 3: Relevant Contexts Enable Deeper Learning

Deeper learning happens when students not only know content, but have internalized the knowledge so that it may be applied in new and unexpected situations.[28] To be prepared to solve problems "in the real world" students need many opportunities to solve authentic problems while they attend school. At the Phoenix Academy Charter School, teachers will blur the lines between "school" and "real world" because our students will be solving problems in our communities with the support of their teachers and in collaboration with community members. To accomplish this, our community will help us identify real problems that will help teachers develop common contexts for student learning. We currently partner with the Multicultural Center of Marin who helps

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[27] Olson, David R. *Psychological Theory and Education Reform: How School Reform Remakes Mind and Society*. New York: Cambridge U, 2003. Print.
[28] "What Is Deeper Learning?" *Hewlett Foundation News*.. Web. 26 Dec. 2015.

us connect with issues such as sea level rise, the census, navigating a world with Covid-19, and others. These issues become learning opportunities for our students as they make positive change in our community. We also partner with an organization called Sidekick who helps our teachers connect with professional partners to develop authentic projects.

Deeper learning requires that students collaborate and communicate with other students and community members to consider multiple points of view so that they may solve the problem. While empathizing with the stakeholders to the problem, students design solutions and evaluate the efficacy of their solution. Through this process, students become proficient in core content while developing enduring skills such as communication, collaboration, critical thinking, and creativity. Because students see the meaning of their studies, students' engagement will increase, and as a result, they will be able to learn at higher levels.[29] When learning is relevant to students' lives, they are more likely to develop positive academic mindsets. As students overcome challenging problems, they develop self-efficacy and are more likely to take on greater challenges in the future. Our students will be competent and self-directed lifelong learners because they will have the opportunity and freedom to solve authentic problems that are engaging and meaningful to them throughout their education.

Principle 4: Achievement Increases with Personalization

Teachers at the Phoenix Academy Charter School will use project- and problem-based learning pedagogy[30] to create common contexts to support deeper learning as described above. In addition to focusing on application of knowledge, project and problem-based learning enables teachers to differentiate learning experiences for students within the project or unit so that learning can be customized for each student. For example, within a unit of study, workshops will be directly targeted to students

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[29] "Deeper Learning Defined | Hewlett Foundation." *Hewlett Foundation News*. N.p., n.d. Web. 26 Dec. 2015. <http://www.hewlett.org/library/hewlett-foundation-publication/deeper-learning-defined>.

[30] "What Is Project Based Learning (PBL)?" *What Is PBL?* N.p., n.d. Web. 26 Dec. 2015. <http://bie.org/about/what_pbl>.

based upon data from assessments and students' self-identification of learning needs. As the teacher works with a group of students, other students will be self-directed in their learning, participating in small group discussions with their peers to solve problems, or utilizing online learning to help them develop surface level knowledge. Project-based learning has been found to have the greatest gains for students in the application of knowledge[31] and development of skills such as collaboration, communication and agency. However, we will ensure that we are efficient as we support students in developing surface level knowledge too, so that they have the necessary understanding of core competencies to solve problems.

Blended instruction, or the combination of online learning with face-to-face learning, can help us personalize the learning experiences for students so that they may acquire knowledge appropriate to their needs and in their zones of proximal development.
In collaboration with their teachers, students will set short and long term learning goals to maximize students' achievement and engagement. We currently use Powerschool as our learning management system to help teachers and students keep track of individual students' progress. As we are revising our courses of study, our teachers are also building online learning modules for students. As we will describe in our curriculum and instruction below, the Phoenix Academy Charter School will provide flexibility for when, how, and what each student learns, so that we may maximize achievement and engagement.[32]

Principle 5: A Growth Mindset Supports a Culture of Continual Learning

Carol Dweck's groundbreaking book, *Mindset: The New Psychology of Success* describes how our mindsets can have a profound influence on our achievement. Dweck compares the success of individuals with fixed versus growth mindsets and how they perceive risk of failure. Individuals that approach a situation with a fixed mindset believe

[31] Hattie, John. *Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement*. London: Routledge, 2009. Print., p.211.

[32] Wolf, Mary Ann. Innovate to Educate: System [Re]Design for Personalized Learning, 2010 Report. Web. <http://www.ccsso.org/Documents/2010%20Symposium%20on%20Personalized%20Learning.pdf>

their intelligence and talents are fixed traits for that situation. By contrast, individuals that approach scenarios with a growth mindset believe that intelligence and talent are the result of dedication and hard work. As a result, individuals that use a growth mindset are able to develop a love of learning and the resilience necessary to make great accomplishments. Dweck discovered individuals that employ a growth mindset were more likely to achieve more because they took bigger risks, had less fear of failure, and saw effort as the path to success.[33]

At the Phoenix Academy Charter School, our teachers and leaders are developing a culture where error is welcomed as a learning opportunity and where individuals feel safe to explore as they learn. This process takes time. To develop a space where individuals are safe to be vulnerable, our leaders, teachers and staff are intentional about acknowledging the challenge and risks involved in removing our own emotional armor. As Brené Brown wrote, "Most of the time we approach life with an armored front for two reasons: 1) "We're not comfortable with emotions and we equate vulnerability with weakness, and/or 2) Our experiences with trauma have taught us that vulnerability is actually dangerous."[34] As individuals and as a community, we work together to create spaces where individuals are fully seen. Our school structures and instructional practices encourage students and staff to have a growth mindset. For example, as we will discuss in our curriculum and instruction section below, we will use competency-based instruction and grading practices so that students are not penalized for making mistakes as they progress through the learning process. A student's grade will be a reflection of what they know and can do on summative assessments. Students will not be penalized if they need additional time or supports to learn content. Similarly, if students have already mastered content, they will move forward or deeper in their learning so that all students are appropriately challenged. Students will always have multiple opportunities to learn from mistakes and show improvement. Similarly, our staff will be encouraged to try new instructional practices which improve student engagement and achievement.

[33] Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.
[34] Brown, Brené. *Braving the Wilderness.* New York: Random House, 2017. Print.

As we strive to provide the highest quality education for our students, we will use data and research to help us continually improve. For example, our teacher teams will develop theories of action and collect data from their classes to identify aspects of their instruction that are working well, and how they may improve. Teachers will use data from assessments, surveys, and classroom observations to reflect upon their instruction so that they may improve.

Principle 6: Relationships Support Learning and Empower Students

In order for our students and staff to continually improve and achieve at high levels, we will need to ensure that their basic needs are met. Abraham Maslow's hierarchy of needs describes how individuals need to have basic physiological and safety needs met before they may meet higher order needs such as love and belonging, esteem, and self-actualization. While research supporting the order of these needs in different age groups and cultures differs, the idea that universal human needs exist has been supported by recent research.[35] Fundamental needs such as food, housing, clothing, and health care will need to be met to ensure that all of our students will be able to achieve success. The Phoenix Academy Charter School collaborates with local organizations such as Bay Area Community Resources, Marin County Health and Human Services, Marin County Probation, Marin Community Clinics, Marin Food Bank, Bloom, Marin Transit, Multicultural Center of Marin, Center for Domestic Peace, and the Marin Housing Authority to help provide our students and their families with access to affordable housing, food, and health care so that all of our students can thrive.
Our Family Empowerment Specialist facilitates communication between families and community agencies by providing translation services and helping remove barriers so that more families may access services.

Parents will also play an integral role in our school. Relationships with parents will allow us to ensure each student has a network of support to engage them. We have

[35] Tay, L.; Diener, E. (2011). "Needs and subjective well-being around the world". *Journal of Personality and Social Psychology* **101** (2): 354–365.

established Family Leadership Team that provides input to the combined English Learner Advisory Council (ELAC) and School Site Council (SSC) to help us continually improve. Our meetings and resources are available in English and Spanish for our families. We also provide transportation, food and child care as necessary.

The Phoenix Academy Charter School will prepare all students for success in college, career and life by helping them develop the knowledge, skills, and *relationships* they need as they leave our school. Students will have greater opportunities as their networks of relationships expand in our school and in our broader community. We also partner with organizations such as the Multicultural Center of Marin to have “learning coaches” in each classroom. Our learning coaches are multilingual and support students in addressing students’ social and emotional needs in addition to supporting students academically.

Throughout their education, students will have opportunities to participate in after-school mentorships, internships, and job shadows in our community. Having role models from diverse socioeconomic backgrounds will help all of our students see themselves and others as capable of success. Seeing people from a wide range of gender, ethnic, and economic backgrounds as successful will help our students dispel biases so that we have more equitable outcomes in our school and in our broader society. Our school will be a networking hub that helps our students and community members collaborate to find solutions to common problems. The relationships that are formed will help support our students after they graduate and will help them become new community leaders.

Curriculum and Instructional Design

Instructional Focus

Through the educational model that we outline below, teachers, students, parents, and community members will work closely to ensure that all students receive the resources and opportunities needed to be successful in college, career, and life. The Phoenix Academy Charter School will focus on personalization of learning experiences through

our courses. Our program acknowledges that every student is unique, and therefore needs a personalized educational plan to develop the knowledge, skills, mindsets and networks necessary to meet their personal goals.

Classroom Physical Environment

Our classrooms will have similar elements to ensure that each classroom will have a similar physical look in many ways. Each classroom will be equipped with movable tables and chairs to allow for a wide range of groupings to support whole class discussions, small groups, and individual work. Movable and permanent white boards will be positioned in multiple areas throughout the room, to allow for multiple workshops to occur simultaneously. Similar protocols, vocabulary, and project management tools will be displayed in the classrooms to create a common language to discuss processes that support learning. For example, all teachers display learning goals and agendas on their white boards each day, teachers identify daily routines that support their students, and teachers use a common learning management system that supports project-based learning and competency-based learning.

Every classroom is equipped with movable flatscreen TV, a document camera and teachers and students each have their own computers. We issue students computers such as Chromebooks to support differentiation of learning and empower students to make progress on their personal learning goals.

Nonclassroom Based Environment

Through the use of Independent Study agreements, students will have the opportunity to participate in off-campus educational experiences as they follow the requirements to participate in our Work Experience Education and/or independent study programs. We call our Work Experience Education Program our “Learning Through Interest” (LTI) program and have modelled it after Big Picture Learning’s LTI program.

Learning Through Interest Program

Through our LTI program, students have the opportunity to gain real-world experiences through a series of career exploration activities. To help students create personal and academic goals aimed at developing a more detailed future orientation for themselves, this program connects students with professional experts and community mentors from different career fields a variety of ways. This includes informational interviews, job shadows, mentorships, and personalized learning projects that connect student interests with the classroom curriculum. While participating in these structured activities, our students will begin to develop a deeper understanding of how their interests and goals impact those around them in the real world. The LTI program supports our students to develop meaningful relationships in their community that empower them to pursue their interests and discover new possibilities. Through these connections and experiences, students cultivate a sense of purpose that ignites their curiosity and motivates them to learn.

While more deeply understanding their identities, students engage in activities designed to uncover their motivations. For example, we use the Japanese concept of “Ikigai” to help students connect their skills and interests with real-world opportunities. We use the diagram below to help students discover their own “why”; a purpose and an interest that may lead them towards a possible career. Questions like “What Does the World Need?”, “What Can You Be Paid For?”, and “What Are You Good At?” start to illuminate a path to explore what a student’s passion is. From there, we start to align potential career and academic pathways to explore that are conducive to those passions.

Students have the opportunity to interact with working professionals and community mentors in many different ways while participating in our LTI program. While students begin deep dives to examine and develop their motivations and aspirations, they are also given the opportunity to connect and interact with mentors in the community. We use an online platform called ImBlaze to support the logistics of connecting students with opportunities in the community.

In order to scaffold the process of connecting students with appropriate mentors who can help students meet their goals, we use a variety of activities such as:

- Informational Interviews - While exploring possible interests that may lead to a career path, students can select a mentor that they would like to interview. This includes meeting with an individual to have a conversation about their profession, including questions like what their job entails, what

academic path they had to take to get to where they are now, and why they chose this career field.

- Job Shadows - Once a student has met with a community mentor and their interest has been sufficiently peaked, they can elect to spend a portion of the day working with this selected mentor. Through a job shadow, a student has the opportunity to work alongside a working professional for one or several hours to help them get a better understanding of that particular career.
- Mentorship - If a student has met with a community mentor one or more times, and has had the chance to explore what a particular career might look like for them, they will have the opportunity to participate in a mentorship. Once a mentor and a student agree to work together for either a short term (at least four weeks) or long term (up to a semester), the student, mentor and advisor set a schedule and establish learning goals together.

ImBlaze

We are partnering with Big Picture Learning to build our LTI program and help students develop their own pathways for learning. In January of 2020, we launched the Imblaze digital platform to facilitate the logistics of off-campus learning. The platform allows students to access and review a database of mentors from local businesses and organizations. Students explore future possibilities that many might not have considered before. Furthermore, this program gives students the chance to create a network of professionals, working community members that may be able to help support them as they move through high school and beyond. In addition, the software helps account for when students attend their off campus learning opportunity and helps students navigate to and from school using their maps feature. Additionally, Imblaze allows students and mentors to give each other feedback in accordance with our Work Experience Education's learning goals (See appendix for our Work Experience Education Courses of Study).

The main purpose of the ImBlaze program is simple… to empower students to take ownership of their future and to help them choose a path that can connect their classroom education with practical working experience.

Independent Study

Students who have completed the required forms and contracts will have the option to participate in our independent study program. Our units of study for independent student study are aligned with our standards-aligned courses of study (EC 51745(a)(3)). Students participating in independent study will also use the same learning management system as students in the core classes. As students demonstrate mastery of the course skills and content through individualized projects and assessments, they will have the opportunity to earn course credit.

The ratio of average daily attendance for independent study pupils to school district full-time equivalent certificated employees responsible for independent study will not exceed the equivalent ratio of pupils to full-time certificated employees for all other educational programs operated by the school district (*EC* 51745.6(a)). Independent study teachers shall be an employee of the school district, charter school, or COE who possesses a valid certification document (*EC* 51747.5, which recognizes *EC* 44865 and 44300).

Independent Study Assurances

1. Students will be assessed for their potential to be successful in independent study. *EC* 51746(b); *5 CCR* 11700(d)(1)(B)

2. Students participating in independent study will have the same access to existing services and resources and equality of rights and privileges as other students. 5 *CCR* 11700(i) and 11701.5

3. Students will have contact with teachers as specified in Board Policy (may be a combination of one-on-one, in class or lab, by e-mail, phone, conference, and/or online) on a sufficiently frequent basis for the teachers to provide needed

instruction, adequately judge student progress, and make appropriate modifications. The frequency of student-teacher meetings will be increased as needed.

Instructional Approaches and Strategies

Flexible Use of Time and Space

We will personalize learning through flexible use of time and space during our core classes and "personalized learning time" structures. Each day, core teachers (math, science, English and History) work with students in multi-grade classes in classes that are approximately one hour long. Depending upon students' interests and their curriculum, teachers either co-teach and lead interdisciplinary projects or the lead discipline-specific projects. Students engage in various groupings and instructional strategies including Socratic seminars, small group tutorials, whole class discussion, direct instruction, and individual work and reading time. Because we use competency–based learning, students can move at their own pace through the curriculum. Students also have voice and choice in how they learn and are assessed. While teachers may support students in multiple subject areas, each teacher on the team is responsible for ensuring that students master learning goals from their specific discipline. To support collaboration and interdisciplinary teaching, teachers have shared preparatory periods.

The Marin County Office of Education believes all students can learn at high levels and can build the knowledge and skills they will need to be successful in college, career and life. At the same time, students require different amounts of time to learn different content and skills. Our core structure combined with competency-based learning provides teachers the flexibility of time and space they need to support each student. For instance, if a teacher team has determined that a student has mastered concepts in cellular biology, but needs more support in learning linear functions, the teacher team can extend the time the student has to learn mathematics.

Many students also have a “personalized learning time” elective. During this time, students may design “passion projects” with teachers that align with their interests and content area knowledge and skills. Students may also use this time to receive additional support for their core classes because when a student learns is less important and more important that they receive feedback to continually improve and demonstrate proficiency.

At Phoenix Academy Charter, we continually listen and respond to students’ needs. This means our master schedule regularly changes too- everything has an expiration date here! Also, as students get closer to graduating, many students may have completed their graduation requirements for particular subjects. We use this as an opportunity to help them be co-enrolled at College of Marin or participate in off-campus internships through our Learning Through Interest program, which we will describe below. For sample student schedules, please see the appendix. For example, as we currently navigate a world with COVID19, we anticipate that we may need to be even more flexible with our schedule, utilizing a hybrid structure that supports classroom based and distance learning in accordance with guidelines set by Marin County Health and Human Services.

Fluid co-teaching partners

Teachers have the option to lead projects in a single discipline or partner with other teachers as it is relevant to students and the curriculum. Teachers can fluidly change co-teaching partners as they conduct interdisciplinary projects through project-based learning pedagogy. For example, a mathematics teacher might want to partner with a social science teacher to teach an interdisciplinary project on human population growth that explores logarithmic equations and conflicts regarding resource distribution. A few weeks later, that same math teacher could partner with the team’s science teacher to lead a project where students design buildings to be more stable during earthquakes. Because some content lends itself to interdisciplinary connections better than others, this structure will help teachers make interdisciplinary connections more naturally so that projects do not feel contrived. As we are in the process of iterating on this

instructional design, we have focused on implementing competency-based learning and project-based learning in single disciplines first. When teachers are ready, they have the freedom to partner with others to support the development of skills and content.

Co-teaching can help teachers differentiate for a variety of learners and use time and space more flexibly. For instance, a social science teacher might lead a review workshop to all the students who need it. Meanwhile, students who do not need the review workshop can continue learning through in-class activities, projects, labs, online instruction, or workshops with the other teacher(s). As teachers analyze assessment data, teams make modifications to their structures and schedules on a daily or weekly basis to support learning.

Competency-based learning and reporting

Competency-based learning and reporting allows students to access content and excel at individual rates. Competency-based learning is defined by the Aurora Institute includes five essential elements:

1. Students advance upon mastery.
2. Competencies include explicit, measurable, and transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.[36]

At Phoenix Academy Charter School, teachers develop a curriculum outline for the year based on the standards-aligned courses of study (see appendix). The outline provides opportunities for interdisciplinary projects and supports teachers as they sequence the

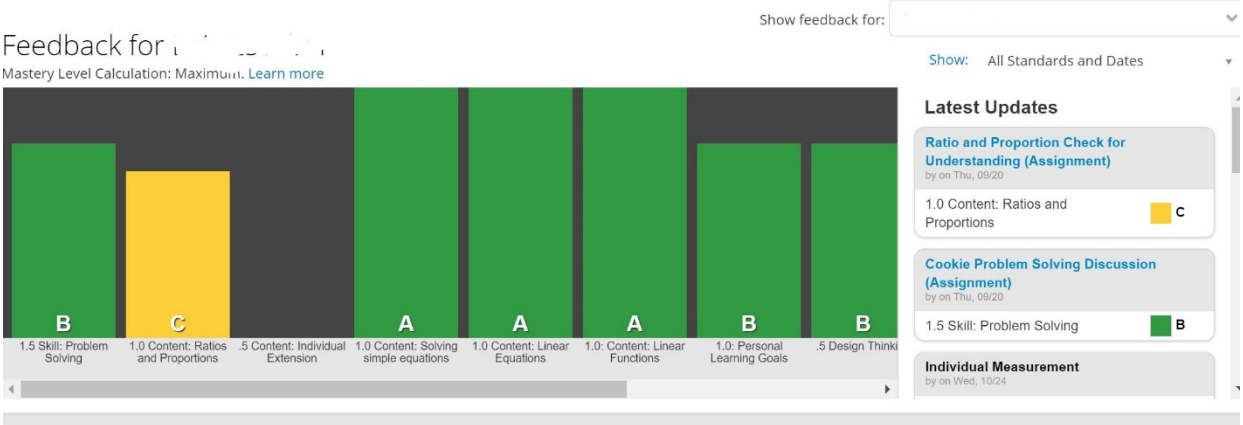
[36] Sturgis, Chris. "Progress and Proficiency: Redesigning Grading for Proficiency Education." *International Association for K-12 Online Learning* (2014): n. pag. Web. 3 Apr. 2016. <http://www.competencyworks.org/wp-content/uploads/2014/01/CW-Progress-and-Proficiency-January-2014.pdf>.

learning goals for each course. Teachers use proficiency scales for each learning goal that communicate the levels of understanding expected for each standards-aligned content and skill area.

Throughout each project/unit, teachers will use pre-assessments and formative assessments to determine where students are in their learning process. Based upon students' levels of proficiency, students take different paths within a project. For example, if teachers determine that a student is proficient on specific learning outcomes through a pre-assessment, that student may skip a workshop or activity to delve deeper into the topic at hand or make progress towards the project that students are working on. Similarly, if teachers determine that a student is missing prerequisite knowledge that other students have, they may hold an additional workshop within the project to help students accelerate their learning.

Blended learning

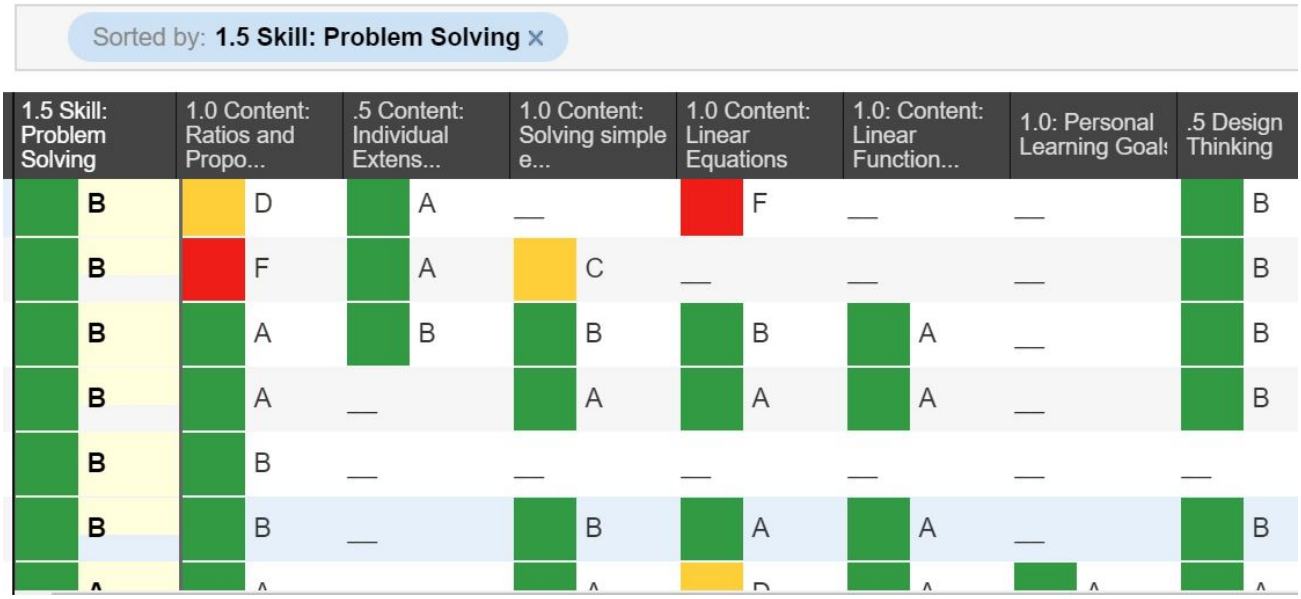
Teachers prepare online content with embedded assessments to conduct specific lessons in their content area(s). As students interact with various forms of media online, they may work independently, collaborate with peers, and complete assignments or assessments. Teachers analyze assessment data to determine which supports and next steps are needed. Based upon each student's level of understanding, teachers will follow-up with students to tease out misconceptions and extend learning through face-to-face or online discussions and workshops. Through our learning management



Back to TOC

system, Powerschool Learning, students receive color-coded scores through a competency-based gradebook (See the screenshot of a student's progress below. Students have multiple opportunities to improve their performance. When a student demonstrates a higher level of mastery on a concept or skill, their previous grade is replaced with the new score. Teachers use a common cognitive skill rubric, which allows for differentiated assignments and gives feedback to students at different grade levels on the same skill (See Cognitive Skills Rubric in the appendix).

Teachers use formative and summative assessments to measure students' learning. This competency-based platform allows teachers to sort students by level of mastery of particular learning goals, so that teachers can more easily direct extension and remediation opportunities to students. For example, in math, we have students in multiple grades and multiple subjects in the same class. We use Powerschool learning to group students in small workshops to practice and assess students' mathematical content knowledge. Please see the screenshot below of a sample gradebook.



Back to TOC

Project-based learning

In order for students to be engaged and to develop an enduring understanding of content, we contextualize knowledge and skills for students in ways that are culturally relevant for our students. Teachers deeply listen to their students' interests and needs and work to make our curriculum and daily lessons culturally responsive. They also connect with community partners to identify challenging local and global issues to provide contexts for interdisciplinary work. For example, a local farmer may need to modify the crops that she grows due to changes in precipitation, changes in government subsidies, or changes in demand for a crop. This context could connect content in environmental science, economics, and statistics coursework. Project-based learning provides a common experience for all students to make meaning of their learning and develop important skills such as agency, collaboration, and communication. At the same time, it provides the opportunity for students to learn at their own pace within a project, develop skills such as self-management and to identify their own areas of growth. Throughout a project, students may reach out to experts in the field(s) that they are studying. Project-based learning does not preclude direct instruction - rather they are all complementary aspects of learning. Teachers will utilize flexible space and time as described above in order to strategically group students for direct instruction and content delivery to augment the project process.

We work with partners such as Sidekick Education and the Multicultural Center of Marin to identify community needs. In addition, internet services such as Nepris.com, Imblaze, LinkedIn, Twitter, and other social media will help students and teachers connect with professionals who can support learning and widen our students' professional networks. We incorporate authentic audiences for project presentations whenever possible to empower our students to share their ideas to improve our community. Projects are developed with input from students and our community so that the work students do in class is the work of the world.

Trauma-Sensitive School

Some of our students have depression, anxiety, and/or substance use issues which can make learning difficult. As a result of traumatic experiences, some students have heightened cortisol levels which makes it difficult to learn and/or stay focused. Many students have also experienced years of negative experiences related to learning in school and we are working hard to show students that when they keep trying, they can learn from mistakes and become proficient in learning goals. Our teachers and learning coaches are extremely flexible and adaptive in responding to students' needs, making in-the-moment changes to student groupings, activities, and strategies to support students' needs. When students need a break or are having a difficult time, learning coaches take students on walks or to an alternate setting to calm down until they can get back to learning. Teachers, students, and learning coaches take advantage of our one-to-one technology and online learning resources to help students make academic progress whatever their needs are.

We have a full time therapist through Marin County Juvenile Probation, who works on our campus to support students address their mental health needs (See Marin County Juvenile Services Website). We also recently launched a substance-use group and individual counseling on campus through Bay Area Community Resources (See BACR Website).

Culturally Responsive Teaching

Teachers and learning coaches meet students where they are and support students socially, emotionally, and academically. Teachers believe in our students' ability to achieve and deeply listen to students to help identify and remove barriers to achievement. Teachers use a wide variety of strategies to help support students in becoming ready to learn by decreasing their affective filters and creating safe classroom environments. Social and emotional skill development is a focus area of our core classes. Teachers focus on supporting students in moving from dependent learners to become independent learners by serving as a facilitator of learning, using inquiry-based questioning methods, and collaborative learning strategies through project and problem-

based units. As we are focusing our efforts on Culturally Responsive Pedagogy, we are starting to use this walk through tool to communicate “look-fors’ in the classroom and during coaching conversations (See the appendix for our CRT Observation Tool).

Curriculum and Software Supports to Facilitate Instruction

Modular Curriculum That Builds Content and Skills

We are in the process of revising our courses of study to create modules of units for each course (Please see the appendix for sample courses in each of our core classes). Our teachers use proficiency scales for content and skills in math, science, history/social science and English which support our competency-based learning structures. Classes are taught in multi-grade cohorts and students are untracked. As we revise our courses and receive UC A-G approval for courses, students will have the opportunity to “level up” to earn UC designation on their coursework by demonstrating a broader or deeper level of understanding of the course content. The course showing up on each student’s transcript will be competency-based: students passing all UC level modules by the end of the course will receive UC designation.

The units of study will also allow students to develop personalized assignments and passion projects for independent study contracts with their content area teachers. As students demonstrate mastery of the course skills and content through individualized projects and assessments, they will have the opportunity to earn course credit.

Core Content

English Language Arts

All students will participate in both discipline specific and/or interdisciplinary projects to ensure that students develop enduring content knowledge as well as academic and social and emotional skills. Please see the appendix for a sample course of study for English 9.

Our English Language Arts curriculum is Common Core aligned. We use the SCALE skills rubric developed by Stanford University in collaboration with Summit Public Schools for our proficiency scales. English language learners are mainstreamed in our core classes and additional support is provided by our English teacher during class and through their English Language Development class. Curriculum supports for English Language Arts include Goodreads, Newsela, Commonlit.org, Grammerly, WriteLab, ELAcommoncorelesson.com, Teaching Tolerance, PBL Works/Buck Institute, and newspapers including the New York Times. Students enrolled in English Language Development have access to Rosetta Stone and Duolingo.

Math

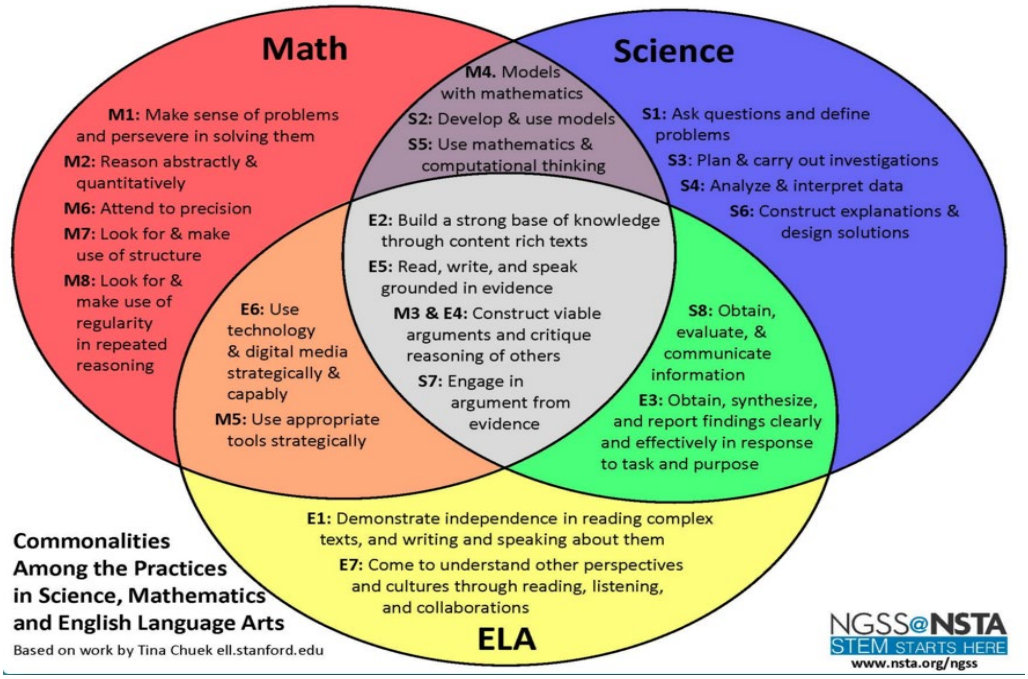
Because students transfer to our school from a variety or districts from grades 7-12, we offer Math 7, Math 8, Algebra 1 and an Integrated Math sequence of classes. Please see sample courses of study for Integrated Math 1 in the appendix. By using competency-based learning and blended instruction, students can move at their own pace through the curriculum. Teaching multiple grades and having students learn at their own pace can be challenging, so we have focused our efforts on building systems to make this work sustainable, including building online content modules, and developing systems for individualized instruction and assessment. As we are ready, teachers will also include more problem and project-based lessons that help students develop communication, collaboration and skills aligned with the Common Core.

We use integrated mathematics because it allows contextualized mathematical concepts within interdisciplinary projects more readily. As in all of our projects, the content within projects is based on students' needs and interests. For example, students may use their mathematics skills to design a new building for our school, make predictions on players in a fantasy sports league, or make recommendations to potential investors in the stock market. There is evidence that an integrated mathematics curriculum can yield higher achievement scores than mathematics taught in traditional disciplines. In a 2013 longitudinal study published in the *Journal for Research in Mathematics Education*, authors James Tarr and Douglas Grouw reported, "Students in

the integrated curriculum scored significantly higher than those in the subject-specific curriculum on the standardized achievement test."[37]

In addition, an integrated approach will allow core teachers to maximize their use of time while integrating Next Generation Science Standards and Common Core Standards. An integrated approach to mathematics will overcome the challenge science and humanities teachers face when trying to collaborate with multiple math teachers when students are tracked in traditional schools. Specifically, our teachers will be well equipped to address content overlap areas such as those depicted in Image 1 below.

Image 1: Content and Skill Overlap of the Next Generation Science Standards and the Common Core[38]



Using an integrated approach will allow our teachers to contextualize interdisciplinary problems while differentiating learning experiences with heterogeneous math

[37] James E. Tarr, Douglas A. Grouws, Óscar Chávez, and Victor M. Soria. The Effects of Content Organization and Curriculum Implementation on Students' Mathematics Learning in Second-Year High School Courses. *Journal for Research in Mathematics Education*,, July 2013, Volume 44, Issue 4, Page 683

[38] *Commonalities Among the Practices in Science and Engineering in the NGSS and Mathematics in the CCSS,* NGSS Science and Engineering Community. Web. < http://teachingcommons.cdl.edu/ngss/science_math/>

achievement backgrounds. Curriculum and software products that will help our teachers personalize instruction include content from C-K12 Flexbooks, PBL Works, Khan Academy, Sophia and Next Lesson.

Science

Science content is aligned with the Next Generation Science Standards and the Common Core standards. Students take a two year sequence of Integrated Science in middle school and a three-year integrated science pathway during high school. Please see the appendix for a sample course of study for Integrated Science 1. Within each project, students have voice and choice in how they learn, what they learn and the products that they produce. Emphasis is placed on applying science and engineering principles to solve real world problems. Students identify problems, design experiments to regularly test the efficacy of their solutions. Online curriculum supports include C-K12 Flexbooks, NASA/JPL, Learn Genetics, PBL Works, Eduvee, Next Lesson, Molecular Workbench, TED ED, and Khan Academy.

History/Social Studies

The Phoenix Academy Charter School's social studies/history curriculum is aligned with the Common Core and the California State History/Social Science Framework. We are currently in the process of revising our courses of study. Please see a sample course of study for Modern World History in the appendix. Curriculum is drawn from Teaching Tolerance, PBL Works, iCivics, the Stanford Education History Group's Read Like a Historian, Historical Thinking Matters materials, Perspectives for a Diverse America, the National History Education Clearinghouse (Teachinghistory.org), The Big History Project, Khan Academy, Newsela and World History for Us All. History is taught during the core classes through discipline specific projects or interdisciplinary projects as it is relevant to the curriculum and students.

Collaboration and Documentation of Learning

Throughout our school, students use cloud based applications such as Google Drive to collaborate and share documents. In addition to Google Drive, students may use applications such as YouTube, Prezi, and LucidPress to make digital content to share

with authentic audiences. Students will regularly create their own podcasts, blogs, websites, and share work via social media.

Languages Other Than English

For the next few years of the school's operation, students will primarily study their second language through an online program such as UC Scout's online high school program during a personalized learning time elective with the support from a para-educator and their advisor. As our school grows and we continue to build capacity, we will expand our elective offerings to include a language elective by a credentialed teacher on campus.

Visual and Performing Arts

The Marin County Office of Education believes that art and artistic expression is a key component of a complete education. Art will be accessible and encouraged in many ways. As we revise our courses of study over the next few years, we will apply for the UC "f" art requirement. Our arts curriculum aligns with the 12 National Core Arts Standards.[39]

Core Period Integration of the Arts

Core teachers may incorporate the arts into projects within the core period. Examples could include creating the artwork for a media campaign about the California drought by researching and understanding the qualities of good campaign artwork.

Art through Personalized Learning Time

Students may develop projects with teachers during personalized learning time that align with art standards. For example, they could choose to pursue a project entirely founded in the arts, such as studying the history of murals in the Mission District in San Francisco and creating their own mural.

[39] http://nationalartsstandards.org/

Internships

Students may select internships and work related to an artistic field, such as in a museum, with a film production studio, or volunteer work teaching art to younger students. Because our schedule is flexible, and we use competency-based learning, students could develop a project in the arts with a community partner and share their work with their credentialed teacher.

Physical/Wellness Education

We offer physical education classes and offer independent study physical education for students who complete the necessary forms and contract. Physical Education classes include activities such as basketball, flag football, soccer, boxing, running, hiking, high intensity interval training (HIIT), yoga and dance. Our teachers design their units and activities based on student interest. Our facility at 1111 Las Gallinas Avenue, San Rafael includes a basketball court and access to an adjacent field.

Elective Courses

We select elective courses based on student and teacher interest and student need. Elective offerings this year have included Innovate Lab, where students have designed their own robots and electronic music, Coding, Social Justice, Art, Documentary Film, English Language Development, Personalized Learning Time, Student Leadership, Health, College and Career, and Physical Education. Courses will change on a quarterly basis, based on interests and availability.

Course Offerings and Graduation Requirements

Graduation Requirements

We currently have two graduation paths based on students' needs. As will build out our courses of study and submit them for approval by the University of California system, we will add a third graduation path that prepares students to be UC A-G eligible upon graduation.

Marin County Office of Education's graduation requirements are listed below. As we are in the process of redesigning our program, we anticipate that exit outcomes and performance goals will need to be modified over time. California Law (Education Code 51225.1) provides that foster youth, homeless students, students of military families, and/or former juvenile court students in their third or fourth year of high school shall be exempted from MCOE graduation requirements and may obtain a high school diploma by meeting the state-mandated graduation course requirements **UNLESS** the district makes a finding that the pupil is reasonably able to complete the district's additional graduation requirements by the end of the pupil's fourth year in high school.

MCOE Requirements	**California Minimum Graduation Requirements**
40 credits English	30 credits English
10 credits Math	10 credits Math
10 credits Algebra 1	10 credits Algebra 1
30 credits Social Studies 10 World History 10 US History 5 Government 5 Economics	30 credits Social Studies 10 World History, Culture, and Geography 10 US History and Geography 5 Government and Civics 5 Economics
20 credits Science 10 Life Science 10 Physical Science	20 credits Science 10 Biological 10 Physical
10 credits Fine Arts or Foreign Language	10 credits Visual or Performing Arts, or Foreign Language
20 credits Physical Education	20 credits Physical Education
2.5 credits Health	
47.5 credits Elective	
190 Total Credits	130 Total Credits

Course Offerings

Curricular Area	7th Grade	8th Grade	9th- and 10th- grade cycle		11th Grade	12th Grade
Math	Math 7	Math 8 or Algebra 1	Algebra 1 or Integrated Math 1	Integrated Math 1 or 2	Integrated Math 1, 2 or 3	Integrated Math 1, 2, or 3 or Dual enrollment at College of Marin
English	English 7 ELD 1-4 as necessary	English 8 ELD 1-4 as necessary	English 9 ELD 1-4 as necessary	English 10 ELD 1-4 as necessary	English 11 ELD 1-4 as necessary	English 12 ELD 1-4 as necessary
Science	Integrated Science 7	Integrated Science 8	Integrated Science HS 1	Integrated Science HS 2	Integrated Science HS 3	Dual enrollment at College of Marin
Social Science	History 7	History 8	Modern World	US History	Government and Economics	Dual enrollment at College of Marin
Fine Arts or Foreign Language	See description above. Students may enroll in online courses such as those offered through UC Scout or depending on age, they may participate in dual enrollment at the College of Marin. *Possible Visual and Performing Art courses could include Visual Art, Digital Media Design and Production, Studio Art, Drama or Photography. Course offerings will be based on student input, teacher passions, and administrator approval. Students may take courses not offered at Phoenix Academy Charter School through alternative providers such as local colleges and universities and online courses subject to administrator and family approval.					
College and Career Electives	Personalized Learning Time College and Career Exploratory Work Experience Education (See appendix for course description) General Work Experience Education (See appendix for course description) Dual Enrollment at Local Colleges Other Electives based on student and teacher interest (Coding, Innovate Lab, Social Justice, Slam Poetry, and More)					

Health	Health Middle School	Health Middle School	Health High School			
PE	PE Middle School	PE Middle School	PE High School	PE High School		

Curriculum and Standards

Content Area	Course/Standards	Possible Additional Curriculum Resources
English	English 7-12: Common Core aligned English/Language arts. ELD 1-4: CA English Language Development Standards	Good Reads[40] Newsela[41] Commonlit[42] ELACommonCoreLesson[43] Teaching Tolerance[44] PBL Works[45] NY Times[46] National Council of Teachers of English[47] CK-12 FlexBooks[48] ELD: Rosetta Stone[49], Duolingo[50]
Mathematics	Math 7, Math 8, Algebra 1,Integrated Math 1, 2, and 3: Common Core Math[51]	Common Core Standards for Math Appendix A - Designing High School Mathematics Courses Based on Common Core Standards[52] Achievethecore[53] YouCubed at Stanford University[54] Khan Academy[55] National Council for Teachers of Mathematics[56] PBL Works

[40] Good Reads. Web. <http://www.goodreads.com>
[41] Newsela. Web. <http://www.newsela.com>
[42] Common Lit. Web. <http://www.commonlit.org>
[43] ELA Common Core Lesson Plans. Web. <http://www.elacommoncorelessonplans.com>
[44] Teaching Tolerance. Web. <http://www.teachingtolerance.org>
[45] PBL Works. Web. <Http://www.pblworks.org>
[46] New York Times. Web. <http://www.nytimes.com>
[47] National Council of Teachers of English. Web. <http://www.ncte.org/>
[48] CK12, Free Online Textbooks. Web. <www.ck12.org>
[49] Rosetta Stone. Web. <http://www.rosettastone.com>
[50] Duolingo. Web. <http://duolingo.com>
[51] Common Core Math Standards. Web. <http://www.corestandards.org/Math/>
[52] Common Core Standards for Math Appendix A. Web. <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf>
[53] Achieve the Core. Web. <http://achievethecore.org>
[54] YouCubed at Stanford University. Web. <https://www.youcubed.org/>
[55] Khan Academy. Web. <https://www.khanacademy.org/>
[56] National Council for Teachers of Mathematics. Web. <http://www.nctm.org/>

Social Science	History 7, History 8, Modern World History, US History, Government and Economics: CA State History/Social Science Framework[57]	PBL Works iCivics[58] Teaching Tolerance Stanford History Education Group: Reading Like a Historian & Historical Thinking Matters[59] National History Education Clearinghouse[60] Perspectives for a Diverse America[61] Big History Project[62] Crash Course Khan Academy
Science	Integrated Science 7, Integrated Science 8, Integrated Science HS 1-3: Next Generation Science Standards for California[63]	CK-12 Flexbooks[64] TED Ed[65] NASA/JPL[66] Learn.Genetics[67] Molecular Workbench[68] LearnZillion[69] EduCanon[70] PBL Works Crash Course[71] Khan Academy
Art	Art: National Core Arts Standards[72]	Google Cultural Institute[73] Sophia[74] Chromatik[75]
PE	PE Grades (middle and high school): California Physical	MyPlate.gov[76]

[57] Draft CA State History Social Science Framework 2014 - 2016. Web. <http://www.cde.ca.gov/ci/hs/cf/hssfw2ndreview.asp>
[58] iCivics. Web. <http://www.icivics.org>
[59] Stanford History Education Group. Web. <https://sheg.stanford.edu/home_page>
[60] National History Education Clearinghouse. Web. <http://teachinghistory.org/>
[61] Perspectives for a Diverse America. Web. <http://perspectives.tolerance.org/>
[62] Big History Project. Web.<https://school.bighistoryproject.com/bhplive>
[63] Next Generation Science Standards for California. Web. <http://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
[64] CK12 Flexbooks. Web. <https://www.ck12.org/browse/>
[65] TED Ed. Web. <https://ed.ted.com/
[66] NASA JPL. Web. <https://www.jpl.nasa.gov/>
[67] Learn Genetics. Web. <https://learn.genetics.utah.edu/
[68] Molecular Workbench. Web. <http://mw.concord.org/modeler/>
[69] LearnZillion. Web. <https://learnzillion.com>
[70] EduCanon. Web. <https://www.playposit.com/>
[71] Crash Course. Web. <https://www.youtube.com/user/crashcourse/playlists>
[72] National Core Art Standards. Web. <http://www.nationalartsstandards.org/>
[73] Google Cultural Institute. Web. <https://www.google.com/culturalinstitute/home>
[74] Sophia. Web. <https://wwww.sophia.org>
[75] Chromatik. Web. <https://www.chromatik.com/>
[76] My Plate. Web. <https://www.choosemyplate.gov/>

	Education Framework	MyFitness Pal[77]
Social Emotional Learning	Social and Emotional Learning (Embedded throughout Curriculum)	Transforming Education[78] Collaborative for Academic, Social and Emotional Learning[79] EdgeMakers[80] Pacific Education Group, Courageous Conversations[81] Restorative Schools Toolkit[82] Valor Collegiate Compass Curriculum[83]
Health	Health: Health Education Content Standards for CA Public Schools.[84]	Not in Our Town[85] Collaborative for Academic, Social and Emotional Learning Huckleberry Youth Programs[86] Protect Curriculum[87] Spahr Center[88] Transforming Education CDC MyPlate.gov[89]

A Culture that Supports

Values based culture

The foundation of our school culture is the Mayan concept of In Lak'Ech. The Marin County Office of Education believes that the way we show up each day and how we treat others reflects how we treat ourselves. Luis Valdez wrote the following poem that exemplifies the culture we practice each day:

[77] My Fitness Pal. Web. <https://www.myfitnesspal.com/>
[78] Transforming Education. Web. <https://www.transformingeducation.org/>
[79] Collaborative for Academic, Social and Emotional Learning (CASEL). Web. <http://www.casel.org/>
[80] EdgeMakers. Web. <http://www.edgemakers.com/>
[81] Pacific Education Group. Web. <https://courageousconversation.com/>
[82] Restorative Schools Toolkit. Web. <https://www.restorativeschoolstoolkit.org/>
[83] Valor Collegiate Compass. Web.< https://poweredbycompass.org/>
[84] Health Education Content Standards for CA Public Schools. Web. <http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>
[85] Not in Our Town. Web. <https://www.niot.org/nios/standards>
[86] Huckleberry Youth Programs. Web. <https://www.huckleberryyouth.org/>
[87] Protect. Web. <https://protectnow.org/our-program/protect-overview/training-and-curriculum/>
[88]Spahr Center. Web. <http://www.thespahrcenter.org>
[89] Center for Disease Control. Web. <http://www.cdc.gov>

IN LAK'ECH

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.

In Lak'Ech is the foundation of our school and classroom norms. The three pillars of In Lak'Ech at Phoenix Academy Charter School include Respect, Responsibility, and Equity. Each group of students dismantles what each of these terms mean in each context and groups of students and staff may have slightly different interpretations of what this looks like.

Our values guide hiring decisions, feedback, and celebrations. We value behaviors and people that lead with an achievement-orientation, growth mindset, innovation, and equity mindset. We meet as a staff twice per week for professional development, to discuss student support structures, to reflect on our areas of growth, and to celebrate our wins. We make a point to discuss what students are doing well too and follow up with positive phone calls each Friday to highlight their successes. Each week, we pass around a stone shaped like a heart. Each team member shares what they are grateful for and appreciates other staff members for their contributions to the team.

Positive and productive relationships that empower

Conflicts and tensions will inevitably arise as students, teachers, and community members work together in such intimate professional relationships. Because the Marin County Office of Education believes that everyone in our community matters and that

relationships are central to our success, we use relational and restorative practices to build, maintain, and repair relationships when necessary. For instance, administrators will have check-ins at least every other week with teaching teams to assess the strength and productivity of the relationships in teaching teams. Protocols are used to help members develop empathy for one another and work towards solutions that take everyone's voice into consideration. Regular team check-ins will help teams resolve issues quickly so that focus can be maintained on student learning.

In the classroom, teachers similarly use relational and restorative practices to build a culture where there is a high level of support and accountability for each student. Teachers use a wide variety of strategies to give every student a voice during discussions. Teachers scaffold risk taking throughout the year so that students' trust in one another increases over time. Our teachers use a trauma-sensitive lens when working with students, which influences everything from the nonverbal body language they use, the wait time they provide, the tone and language they use or how they provide students breaks throughout the day.

The Role of the Teacher

Phoenix Academy Charter School teachers will create learning environments where students feel safe, welcomed and seen as individuals. Teachers model respect, responsibility, and equity each day with their students. Teacher serve as both facilitators and activators of learning so that students develop the skills and knowledge necessary to be self-motivated, competent and lifelong learners. Phoenix Academy Charter School Teachers serve the following roles to support student learning and establish a joyful and productive school culture:

Mentors

Phoenix Academy Charter School teachers support students in becoming independent learners by deeply listening to each student's interests, strengths and needs. They approach students with warmth and compassion while simultaneously supporting students to achieve at high levels. They provide students with real time, high quality

and personal feedback on their social, emotional, and academic development. Our teachers will model the skills that we want students to learn and will inspire students to constantly improve and reflect on how they show up.

Designer

Phoenix Academy Charter School teachers work alone or in interdisciplinary teams to design the instruction in their classes. They make decisions regarding how and when curriculum is delivered, how assessments are created and analyzed, and how to engage and support each student. Teachers have common planning time to develop interdisciplinary projects that make learning relevant and empower students. Our schedule and facilities support team teaching environments, so teachers will also help design systems to optimize how time is used to support learning.

Activator

As activators of knowledge, our teachers identify contexts and resources that will engage and inspire our learners. As they introduce new content to students, they will assess individual students' prior knowledge and direct students to specific resources and learning opportunities that are targeted to each student. For example, a science and a social science teacher might introduce a new project that explores genetics and identity. At the start of the unit, the science teacher would invite students to share what they already know through lived experiences through a discussion or pre-assessment to reveal the misconceptions students might have and/or what students already know. Students who need instruction around the differences between DNA and RNA might participate in a workshop where a combination of direct instruction and guided questioning are used to develop the foundational knowledge necessary. Meanwhile, students ready to move on may participate in a collaborative activity that helps them learn how proteins are formed based on a DNA sequence. Teachers will employ their understanding of student interests and abilities to develop curriculum that support students as they learn.

Facilitator

Teachers use project and problem based learning to introduce problems that become the context for learning goals. As teachers engage students at the onset of a unit with a problem that is meaningful to students' lives, they activate students' prior knowledge through the metacognitive process of identifying what they already think they know and what they need to learn to solve the problem. The teachers use systems where students attend specific workshops based on students' needs. Through these projects, teachers will provide students with opportunities to practice social and emotional skills such as social awareness, self-efficacy, self-management and growth mindset.

As facilitators, our teachers empower students by giving them space and time to take leadership in their own learning. Students give teachers input on the contexts for learning that most interest them. They give teachers feedback to improve upcoming projects, debrief past projects, and solve problems that arise. Our teachers create space for students to share their feelings and build relationships. Students play an active role in addressing campus issues and helping our school continually improve.

Analysts

Teachers use a learning management system called Powerschool learning to keep track and communicate students' progress towards the learning goals. Teachers plan for class by analyzing student data and determining what group and individual supports are needed for their students to move forward in their learning. Our teachers use this data to analyze which interventions and instructional strategies are working and when different methods need to be employed. Data is also used to determine how time is utilized between teachers that share students. Teams that are co-teaching will use assessment data to determine which workshops are needed to support learning.

Professional Development Opportunities

In his work on Visible Learning, John Hattie argues that teachers and school leaders (including teachers), can work to develop mindsets that enable them to have the most positive effect on student learning.[90] These mindsets are:

1. My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.
2. The success and failure of my students' learning is about what I do or don't do. I am a change agent.
3. I want to talk more about learning than teaching.
4. Assessment is about my impact.
5. I teach through dialogue not monologue.
6. I enjoy the challenge and never retreat to "doing my best".
7. It's my role to develop positive relationships in class and staffrooms.
8. I inform all about the language of learning.

At Phoenix Academy Charter School, we will hire, train and support teachers in developing these mind frames for success. For our students and staff to continually improve and achieve at high levels, we know that we need to have continuous opportunities for teachers to develop themselves professionally.

Summer Session

Teachers have the opportunity to spend significant time each summer working together. We will co-plan this time as necessary and as time allows, but the goals will be:

- Collaboration with other teachers to map curricula, plan units and projects, and refine units and projects.
- Learning about new research on pedagogy, learning, and the brain.
- Building systems and structures to support our culture and community, especially developing the core values with each other so that we can work with the students as well.

[90] Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012. Print.

- Training for collaborative work in professional learning communities and using multiple forms of data to make decisions.
- Creating digital portfolios of best practices so that teachers may learn from each other asynchronously.

Weekly collaboration with on-site colleagues

Core teachers have at least 5 hours of shared preparatory time to work individually or collaborate each week. Protected time to collaborate is one of the most important elements to ensure student engagement and deeper learning.[91] In addition to the common collaboration time, each teacher will have at least three additional hours to prepare as individuals, meet with a coach and/or the principal.

Individual goals and learning

Every staff member will work with his or her supervisor to develop specific and measurable individual professional goals. In addition to professional development that occurs in staff meetings, we provide individualized coaching for each teacher on a weekly or bi-weekly basis as necessary. Each year, we create professional development plans that align with our schoolwide priorities and individual needs. To guide professional development plans, we have created a rubric to help teachers self-assess and determine next steps for growth (See the appendix for the Instructional Goals and Coaching Rubric).

Ongoing collaboration and learning

With collaboration as a key to our model, we understand that people learn best with a network of connections and support. Individual teachers and teams of teachers will visit other schools, attend conferences and take courses to build their understanding of how a high school can best support the learning for all students.

[91] Martinez, Monica, and Dennis McGrath. *Deeper Learning: How Eight Innovative Public Schools Are Transforming Education in the Twenty-first Century*. N.p.: n.p., n.d. Print.

Special Populations

Phoenix Academy Charter School is designed to meet the needs of all learners. The Marin County Office of Education's commitment to personalized and competency-based systems of learning will allow support for each student and address their individual needs. Our teachers use frameworks from the Universal Design for Learning as they design units and lessons to provide multiple means to engage students, represent information, and for students to express themselves.[92] We will take an approach that considers the whole child and addresses social, emotional, and physical needs in addition to academic needs. Below is a description of how each element of our program specifically meets the needs of a special population students. In our model, time and support is variable but learning is constant. Because our schedule and learning time is so flexible, we will be able to create a plan for success for all students.

Phoenix Academy Charter School Design Element	How This Element Supports Special Populations of Students
Core Classes By embedding social, emotional, and academic skills and into projects, teachers guide students in authentic learning while targeting support and extension opportunities as needed. Teachers use culturally relevant pedagogy and universal design for learning to engage and support learners.	**Academically low achieving students** Teachers promote beliefs and expectations of learners that help students feel safe socially, emotionally, and academically. Teachers take the time to build relationships and learn what students are curious about so that they can incorporate their strengths and interests into lessons. Teachers explicitly incorporate social and emotional skills into the curriculum to help students develop strategies to be self-aware and self-regulate. Based upon formal and informal assessment data, teachers identify which students need additional supports and will use a workshop model to support small groups of students in understanding essential learning goals. If students need additional time in mathematics for instance, time with the mathematics teacher can be extended, and time with a content area where

[92] Universal Design for Learning Guidelines. < http://udlguidelines.cast.org/>

	the student is more proficient can be shortened. Teachers will utilize educational software and learning experiences to support students in their zone of proximal development. Teachers will focus on the most essential learning goals to help students accelerate their learning. Students will have multiple ways to access content and demonstrate their learning. Emphasis will be placed on developing literacy and numeracy skills in addition to skills that help students become more self-directed in their learning. **Students with special needs** Students with special needs will be heterogeneously grouped within our core class to ensure the least restrictive environment possible. In addition to teachers in the core class, we will have a paraprofessional to give students with special needs additional support to make progress towards their goals. Again, all students will have opportunities to access content and demonstrate their learning in multiple ways. Teachers offer alternatives for visual and auditory information. As often as needed, our Special Education teacher will push-in to the classes to support students with special needs. **English Language learners** All teachers will be trained to scaffold reading, writing, listening and speaking skills for our English learners as they implement the English Language Development standards in their core classes. For example, teachers will use sentence starters, active listening strategies, and graphic organizers to help students organize their thoughts and integrate new concepts into students' schema. Our teachers will see proficiency in languages other than English as an asset and will build upon our students' linguistic strengths and lived experiences to empower our students. **Academically High Achieving Students** As teachers determine students are proficient in learning outcomes, students will have opportunities to move further and deeper in their

	learning experiences. Teachers will provide opportunities to apply their knowledge and skill to more challenging situations and contexts. They will also have the opportunity to identify extensions that they are most interested in to learn. For example, as students demonstrate their understanding of sound waves in science, they could design and code an echolocating robot. As we revise our courses of study to be UC A-G approved, this will be an opportunity for our students to "level up" and demonstrate mastery on a broader set of skills and knowledge.
Community Connections and Family Engagement Our emphasis on community connections is divided into three main design elements, all of which support special populations. ● **Real problem-based learning**. Connections with our community partners will ensure that student learning is in the context of real problems. ● **Internships.** Our community connections will allow our students to engage in meaningful internships throughout their time in school. ● **Community Support.** Finally, our community connections are designed to support parents and families as they negotiate life outside of school hours, helping to build and solidify foundational support for all. By linking our school with healthcare and wellness providers, as well as services for families, we serve as a community hub	Real-world problem-solving means that we are tapping into students' strengths, while helping them hone skills and knowledge they don't yet have. It allows for engagement from the typically high-achieving student to the student whose skills and knowledge are below grade level by providing all students with a motivating problem to solve. Internships will not only provide real-world learning, but also will allow all students to build their networks and portfolios, helping them to establish necessary connections for post-secondary success. This is especially useful for low achieving students to develop relationships with community members as models of success who motivate students to achieve. Many of our students have had Adverse Childhood Experiences (ACEs)[93] that may impact their learning. We identify our highest needs students early and connect those students and their families to community services to support them. We will develop support and communication plans early to provide our students with ongoing assessments and support. We will also collaborate with our Family Leadership Team to host meetings for parents to share best practices with one another and create a support network for families to problem solve

[93] Tough, Paul. How Children Succeed. New York: Houghton Mifflin Harcourt Publishing, 2012.

that supports students and their families. Struggling students and their families will be able to focus more on learning if their basic needs are being met.	together. We provide childcare and translation services during these events to ensure that all families have access to these resources. The Family Leadership Team provides input to our combined School Site Council (SSC) and English Learner Advisory Committee (ELAC). The SSC/ELAC reviews quarterly data and makes recommendations throughout the year. Their input contributes to the development of the Local Control and Accountability Plan.
Focus on Collaboration Collaboration among the teachers is a crucial design element of our school that especially supports special populations. Our teachers will collaborate to ensure that all students are successful in all curricular areas.	All students will benefit from seeing their teachers model effective collaboration, communication and conflict resolution together. Because our teachers will regularly analyze and reflect upon data together, they will be able to quickly share best ways to support individual students. For high achieving students, they will identify next steps to extend student learning. For low achieving students, teachers will identify the most effective interventions to support student learning, while ensuring that all of the students' social and emotional needs are being met. For English learners, teachers will ensure that students are having adequate linguistic support in every academic content area. For students with special needs, teachers will collaborate with Special Education teachers to ensure that each students' growth goals are met.
Mindset Our team will have the mindset that all students can learn at high levels.	By holding high expectations of students, we know that, with time as the variable rather than learning, we can ensure every graduate is ready for college, career and life. Like the famous Pygmalion experiment shows[94], we know that teacher expectations will improve student outcomes.

[94] For an explanation of the experiment: http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/pygmalion

Academically Low Achieving Students

Phoenix Academy Charter School's intervention program is based on the Response to Intervention (RtI) model which consists of four main components:

1. High-quality, scientifically based classroom instruction
2. Ongoing student assessment
3. Tiered instruction
4. Parent involvement[95]

Collecting and using data to target support

Part of our instructional model is providing ongoing, formative assessment within the context of the core curriculum. Teachers leverage technology to support them to in aligning instructional supports based on assessment data. After reviewing formative assessment data, teachers target their instruction to individuals, small groups, or entire classes as needed. Some students need more intense intervention to achieve their learning goals. Each week, we meet as a team to identify students we are concerned about socially, emotionally, or academically. Our student support team also convenes each week to make plans to discuss and follow up with support services as needed. Our student support team includes one of our principals, our Family Empowerment Specialist, and mental health partner(s) as needed. We make sure we follow Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) guidelines with respect to student information when we discuss students with partners. Some students require a third level of support that involves an intervention team. The team's composition is determined by which individuals can best assess each student's individual need for support. Intervention teams include the student, teachers, advisors, parents, administrators and other community partners as warranted. In general, we will follow the "problem-solving model" outlined below:

1. "Identify the problem in specific, measurable terms;

[95] "What Is RTI?" *What Is Response to Intervention (RTI)?* RtI Network, n.d. Web. 21 Nov. 2015. http://www.rtinetwork.org/learn/what/whatisrti

2. analyze the student problem to uncover underlying functions or reasons to explain why the problem is occurring;

3. implement an evidence-based intervention plan whose elements are logically selected to assist the students;

4. and evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals.[96]"

Parent notification and participation

Through our learning management system, Powerschool, students can follow their student's progress in meeting the learning goals. If a student is not making adequate progress, the core teachers or Family Empowerment Specialist reach out to parents by email or phone call to inform them of the process by which the student is receiving support and to get feedback on their ideas. Parents are an integral part of the intervention team as described above. In addition, parents are also notified of student progress through regular report cards.

Academically High Achieving Students

In addition to serving lower achieving students, Phoenix Academy Charter School's model supports higher-achieving students. According to Carol Ann Tomlinson, evidence shows that advanced learners need constant challenge and support too. She argues learning opportunities for advanced learners should include:

- Have high ceilings for learning that are not against an objective norm, but rather about each individual's capacity for learning.
- Hold clear expectations so that students know what to strive for in their work.
- Provide structures and scaffolding in learning in the same way you would for a lower achieving learner - each will need it in his or her zone of proximal development.

[96] "RTI Teams: FAQs." *Response to Intervention - Intervention Resources*. Intervention Central, n.d. Web. 03 Apr. 2016. <http://www.interventioncentral.org/blog/rti-archived-blog-entries-2010/rti-teams-faqs>.

- Have a good balance between rigor and joy.[97]

Our academic model addresses all of these conditions through the elements described below.

Project and problem-based learning in the core curriculum

Learning content and skills in the context of authentic problems support the acceleration of all students. If individuals have already mastered the target content and skills, they have the opportunity to go deeper into a subject as their interests dictate. Because the time is flexible in the core period, scaffolds are in place to support all students no matter where they are in their learning. Students have a great deal of voice and choice within projects to pursue their interests.

Highly Personalized Instruction

With the use of blended learning, each student has his or her own learning goals based on where s/he is in the learning process. This allows the learning to be challenging for each student according to his or her needs, and allows advanced learners to stretch their learning. Our Personalized Learning Time elective is also a place where students can pursue their interests more deeply, and can push their learning in their own areas of interest.

Parent notification and participation

Through our learning management system, parents will be able to follow their student's progress in meeting the learning goals. If a student is determined to be high achieving, the core teachers and the advisory teacher will reach out to the parents by email or phone call to inform them of the process by which the student is being challenged and to get feedback on their ideas. When possible, the outreach will occur in face-to-face meeting. Parents will be notified of student progress through regular report cards, and through our learning management system.

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[97] Tomlinson, Carol A. *How to Differentiate Instruction in Mixed-ability Classrooms*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

English Learners

Phoenix Academy Charter School meets all applicable legal requirements for English Learners as it pertains to notification to parents, student identification, placement, ELL and core content instruction, teacher qualifications and training, re-classification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. We utilize policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Home Language Survey

We administer the home language survey (on the enrollment form) upon a student's initial enrollment into Phoenix Academy Charter School (please see the appendix).

Identification of EL Students

We use the English Language Proficiency Assessment for California (ELPAC) to identify students that need additional ELL support services. We test all students who indicate that their home language is a language other than English annually until students are redesignated as FEP. We will notify all parents of our responsibility for ELPAC testing and the ELPAC results within thirty days of receiving results. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing by identifying students who need English Language support.

Reclassification Procedures

To determine reclassification from EL to RFEP, we use multiple measures including but not limited to:

- Assessment of language proficiency using an objective assessment instrument including, but not necessarily limited to, the ELPAC and/or MAP assessments for English Language Arts
- Comparison of the student's performance in basic skills against an established range of performance and basic skills based upon the performance of English proficient students of the same age (ex. The SCALE skills rubric). This will

provide evidence of the extent to which the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

- Participation of the student's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the student to evaluate levels of curriculum mastery.

Reclassification Timeline

September 30	Reclassification eligibility list created using ELPAC scores
Quarter 1	Review ELA achievement in class
October 31	Review NWEA MAP scores. Call and notify parents and set up meetings
December 15	Complete all reclassification paperwork, place original in cumulative folder, change status in Aeries
January 31	Review new NWEA MAP scores and academic progress, notify parents/ guardians and set up meetings as appropriate
February 28	Complete all reclassification paperwork, place original in cumulative folder, change status in Aeries

Staffing

All teachers delivering instruction in core content areas will hold, or be in the process of obtaining, a Cross-culture, Language and Academic Development (CLAD) Certificate or a Bi-lingual Cross-Culture, Language and Academic Development (BCLAD) Certificate. ELPAC testing is conducted by a credentialed teacher, either an administrator, teacher on staff, or professional expert as needed. Our English Language Arts teacher also leads our English Language Development classes (ELD).

Curriculum and Instruction

We provide integrated English Language Instruction during our core and elective classes. We provide designated English Language Instruction during our English Language Development classes. Our personalized learning model that utilized Universal Design for Learning pedagogy supports all students in developing academic English and ensures students get the support they need when they need it. Teachers use Specially Designed Academic Program in English (SDAIE) strategies necessary to

ensure the success of English Learners.[98] Our teachers are also trained and coached to use EL instructional strategies and pedagogy such as those taught through WestEd's Quality Teaching for English Language Learner (QTEL) program[99] to support students' English Language development. Essentially, teachers learn how to match specific instructional strategies throughout a unit of instruction to support various linguistic proficiency levels. For example, to support ELL students' in active listening and speaking skills, teachers may promote the use of "Accountable Talk" where sentence starters help student respond to each other by using academic discourse.[100]

The strategies described below explain how our instructional program supports all learners in addition to EL students.

1. Teachers carefully plan the environment, instruction, and materials. They will chose contexts for learning that facilitate a connection to students' lived experiences, knowledge, and needs.

- Core teachers embed and align English language development scaffolds to daily lessons to apply the CA English Language Development Standards.
- All project entry activities are designed to activate schema and to generate student interest in a topic based partially on what they already know and can do.
- Our thematic approach through projects and authentic problems ensure a foundation for EL students to connect their prior experiences.
- English learners have access to applications and videos that emphasize learning language with the support of graphics, videos, and other visual cues.
- Utilizing real-world projects to organize learning opportunities, teachers ensure that students are engaged in hands-on learning when possible.

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[98] Genzuk, Michael. "Specially Designed Academic Instruction in English (SDAIE) for Language Minority Students." (2011): n. pag. Web. 29 Nov. 2015. <http://www.usc.edu/dept/education/CMMR/DigitalPapers/SDAIE_Genzuk.pdf>.

[99] Quality Teaching for English Language Learner Training through West Ed<http://qtel.wested.org/>

[100] Kinsella, Kate. Accountable Talk Frames to Support Language Functions. Web. <http://www.psd1.org/cms/lib4/WA01001055/Centricity/Domain/34/Academic-Language-Functions-toolkit.pdf>

2. Students will learn in cooperative and thematic learning environments. A variety of interactive strategies including student to student, student to teacher, student to text, and student to self (reflection, self-evaluation) will be utilized.

- The community that supports collaboration at Phoenix Academy Charter School will also support EL students to feel comfortable in the classroom and to practice their English in a non-threatening environment with peers.

3. Teachers contextualize content using comprehensible input and techniques such as rephrasing and paraphrasing.

- Teacher input during class discussions will be important, but strategically applied, so that student conversation, questioning and problem-solving will dominate class time.
- As needed and based on ongoing formative assessment, students are provided with access to leveled readings in conceptually difficult material so that all students have access to the content while developing skills in English.

4. Teachers and staff are trained in culturally-responsive pedagogy.

- The school culture and classroom culture create learning communities where students not only contribute to the culture, but see themselves reflected in what they study and read.
- Students feel welcomed, seen, and have a sense of belonging.

5. Teachers select scaffolds to assist students' engagement and performance (social-affective, linguistic, cognitive-academic, metacognitive-metalinguistic). Through continuous observation, monitoring, and assessment, teachers modify instructional procedures to support students' increasing autonomy.

- In addition to the ongoing monitoring of learning teachers will be doing through formative assessment in the core period, teachers collaborate to create scaffolds in the project environments to support all learners, including English learners. Using our LMS, we will ensure that students have access to leveled readings,

graphic organizers, translation into first language, visuals, and videos to ensure all students can access the learning.

6. Our English Language Development classes provide designated English instruction for English Language learners. This class supports state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English (*California Code of Regulations, Title 5 [5 CCR]* Section 11300[a]). Our schedule changes regularly based on students' needs. Currently, our ELD classes meet three times per week during one of our elective periods for a total of 140 minutes. Please see a sample schedule in the appendix.

Parent Notification

Parents will be notified regarding their child's English Language Development progress and ELPAC scores at every report card period, or more often as needed, through phone calls from or Family Empowerment Specialist.

Special Education Students

A. Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA"). The Charter School shall comply with all state and federal laws related to the provision of special education support and services and all Marin County Special Education Local Plan Area (SELPA) policies and procedures. The Charter School shall follow all elements of the Marin County SELPA Local Plan and utilize all Marin County SELPA forms for all activities related to the provision of special education services. The Charter School shall be solely responsible for all compliance with Section 504 and the ADA. The facilities utilized by the Charter School shall be accessible for all students with disabilities.

The Charter School intends to continue to be categorized as a public school of the Marin County Office of Education in accordance with Education Code Section 47641(b).

B. Section 504 of the Rehabilitation Act

The Charter School shall be solely responsible for all compliance with Section 504 and the ADA. The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School.

Any student, who has an objectively identified disability which substantially limits a major life activity, including but not limited to learning, is eligible for a Section 504 Plan developed by the Charter School.

When a student's eligibility for a Section 504 Plan is in question, a Section 504 team shall be assembled by the Principal and shall include the parent/guardian, the student (when appropriate) and other qualified persons knowledgeable about the student, the meaning of available evaluation data, placement options, and/or student accommodations. The Section 504 team shall review the student's existing records; including academic, social and behavioral records, and shall be responsible for making a determination as to whether an evaluation for a Section 504 Plan eligibility is appropriate. If the student has already been evaluated under the IDEIA, but found ineligible for special education support or services under the IDEIA, that evaluation(s) may be used to help determine eligibility under Section 504. When it is determined that a student is no longer eligible for special education support, the student's parents/guardians, SELPA and/or district of residence are notified in accordance with the family education and records privacy act (FERPA).

The student evaluation shall be carried out by the Section 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with the student's meaningful participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

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

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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

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

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

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

C. Services for Students under the "IDEIA" as a Public School of the Marin County Office of Education Pursuant to Education Code Section 47641(b)

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Marin County Special Education Local Plan Area (SELPA). The Charter School shall remain, by default, a public school of the Marin County Office of Education for purposes of Special Education pursuant to Education Code Section 47641(b).

As a public school of the Marin County Office of Education, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School shall provide services for students eligible for special education in the same manner as is provided to students in other Marin County Office of Education operated regionalized classrooms. The Charter School shall follow the Marin County Office of Education and Marin County SELPA policies and procedures, and shall utilize Marin County SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to

record requests, parent complaints, and maintaining the confidentiality of pupil records. The Charter School shall comply with all established Marin County Office of Education and Marin County SELPA protocols as to the delineation of duties between the Marin County Office of Education and the Marin County SELPA's member Local Educational Agencies (LEAs) in providing special education instruction and related services to identified pupils.

The Marin County Office of Education is the designated LEA of service for Charter School students receiving special education. Accordingly, the Charter School shall be deemed a public school of the Marin County Office of Education pursuant to Education Code Section 47641(b) and 47646(a). The Charter School shall adhere to all of the requirements of the Marin County SELPA Local Plan for special education and to Marin County Office of Education policies. As a public school of the Marin County Office of Education, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School shall provide special education support and services to students enrolled in the Charter School in the same manner as is provided to students eligible for special education in other Marin County Office of Education regionalized special education classrooms.

The Charter School acknowledges the importance of collaborating with the Marin County Office of Education Special Education Department so that special education services may be delivered to Charter School students in an efficient and effective manner. The Charter School shall promptly respond to all inquiries and to allow the Marin County Office of Education Special Education Department staff access to Charter School students, staff, facilities, equipment and educational records as required to fulfill all Marin County Office of Education obligations as part of the delivery of special education support and services as a regionalized classroom or as imposed by law. The allocation of responsibility for the provision of services related to special education (including but not limited to referral, identification, assessment, case management, Individualized Education Program ("IEP") development, amendment and

implementation) shall be carried out in a manner consistent with the Marin County Office of Education's other regionalized special education classrooms.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory Marin County Office of Education training(s) related to special education.

The Marin County Office of Education, under the established procedures that govern the operation of a regionalized special education classroom, will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to students enrolled in the Charter School, including, without limitation, special education teachers, paraprofessionals, School Psychologists, Behaviorists, Speech and Language Pathologists, and Occupational Therapists.

Notification and Coordination

The Charter School shall follow Marin County Office of Education policies as they apply to all Marin County Office of Education regionalized classrooms for responding to the implementation of special education services. The Charter School shall adopt and implement all Marin County Office of Education polices relating to notification of the District of Residence for all special education issues and referrals.

The Charter School shall follow Marin County Office of Education policies as they apply to all Marin County Office of Education regionalized classrooms related to the notification of personnel regarding the discipline of students eligible or believed to be eligible for special education. The Charter School shall assist in the coordination of any necessary communications and immediately follow all Marin County Office of Education administrative policies relating to the discipline of students eligible for special education.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement Marin County Office of Education and Marin County SELPA policies and procedures to ensure the timely referral and identification of students who have, or may have, such exceptional needs. A pupil enrolled in the Charter School shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized and exhausted. The Charter School shall monitor a student's response to general education interventions to ensure that special education assessments are initiated if/when a student's progress is not within expected limits.

The Charter School shall receive the same assistance from the Marin County Office of Education Special Education Department that it generally provides its regionalized special education classrooms related to the special education identification and referral processes. The Charter School shall request to be provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from another school district. The Marin County Office of Education Special Education Department staff shall have unfettered access to all Charter School student records and information in order to serve all of the students eligible for special education enrolled in the Charter School.

In the event that the Charter School receives a written request to conduct a special education assessment, it will work with the referring party to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the Marin County Office of Education shall respond to the written request within fifteen (15) days. If an assessment will be conducted, the Charter School shall provide the referring party with a written assessment plan within fifteen days of receipt

of the written request and shall hold an IEP within sixty days of parent's written consent to the assessment plan to consider the results of any assessment.

The Charter School will follow Marin County SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in order to provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Marin County Office of Education shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the Marin County Office of Education's general practice and procedure and applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Marin County Office of Education shall arrange and notice all necessary IEP meetings in a manner consistent with all other regionalized special education classrooms operated by the Marin County Office of Education. IEP team membership shall be in compliance with State and Federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the parent/guardian: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; a special education teacher; a general education teacher; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Marin County Office of Education shall arrange for the attendance or participation of all

necessary staff that may include, but are not limited to, an administrator to serve as the facilitator for the IEP meeting, a Speech Pathologist, School Psychologist, and/or Behaviorist. The Marin County Office of Education shall document the IEP meeting and provide notice of parental rights in a manner consistent with the established protocols for regionalized special education classrooms operated by the Marin County Office of Education.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process outlined in State and Federal law. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the Marin County SELPA Local Plan for special education.

The Charter School shall promptly notify the Marin County Office of Education Special Education Department of all requests received for independent assessments, services outside of what is provided in a regionalized special education classroom, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing. This redacted information will be shared with the SELPA's member LEAs in order to determine the necessity for a change to service delivery and/or programming in the regionalized special education classroom.

IEP Implementation

Pursuant to Marin County Office of Education policy and how the Marin County Office of Education operates regionalized special education classrooms, the Marin County Office of Education shall be responsible for all school site implementation of the IEP. The Charter School shall implement an IEP pursuant to Marin County Office of Education and Marin County SELPA polices in the same manner as any other regionalized special

education classrooms operated by the Marin County Office of Education. The Charter School, Marin County Office of Education Special Education Department and each student's District of Residence will need to be jointly involved in all aspects of the special education program. While the Marin County Office of Education holds the ultimate authority over implementation and supervision of special education services delivered within the Charter School, the student's District of Residence (DOR) shall be offered to be a collaborative partner and a member of the student's IEP team.

In order to facilitate this process, the Charter School shall provide the opportunity for parents/guardians to provide written consent to release and exchange all relevant student information with the District of Residence regarding the student on a yearly basis. Such consent shall permit the Charter School to communicate with the DOR regarding student progress and needs and invite the DOR to IEP meetings for the student. As part of this communication, the Charter School shall provide the DOR and the parent/guardian with timely reports on the student's progress as provided in the student's IEP at least as frequently as progress is provided to parent/guardians of students enrolled in general education that attend the Charter School.

The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology consistent with the IEP and in the same manner as is provided in all other regionalized special education classrooms operated by the Marin County Office of Education. The Charter School shall coordinate with the Marin County Office of Education Special Education Department to implement the IEP.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the charter's identified enrollment period. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the

Marin County SELPA with a current IEP within the same academic year, the Marin County Office of Education and the Charter School shall provide the student with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with State and Federal law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program within the Marin County SELPA within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with State and Federal law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with State and Federal law.

Nonpublic Agencies/Nonpublic Schools

The Marin County Office of Education, in collaboration with the Marin County SELPA's member LEAs shall be solely responsible for selecting, contracting with, and overseeing the provision of special education services from all nonpublic agencies and nonpublic schools. The Charter School shall not hire, request services from, or pay any nonpublic agency or nonpublic school to provide special education services to students with IEPs

without the prior written approval of the Marin County Office of Education Special Education Department. The Charter School shall immediately notify the Marin County Office of Education Special Education Department of all parental requests for services from nonpublic agencies and nonpublic schools, unilateral placements, and/or requests for reimbursement for costs incurred from a parent/guardian unilateral placement.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall follow Marin County Office of Education policies as they apply to all regionalized special education classrooms operated by the Marin County Office of Education for responding to parental concerns or complaints related to special education services. The Charter School shall attempt to successfully resolve parent/guardian concerns regarding special education support and services. When a matter cannot be resolved, the Charter School shall immediately notify the Marin County Office of Education Special Education Department of the concern(s) raised by parent/guardian and will provide all the relevant forms and policies including, but not limited to filing the complaint with the California Department of Education. In addition, when a signed consent for the exchange and release of information exists between the student's DOR and the Charter School, the Charter School and the Marin County Office of Education shall immediately alert the student's DOR of the expressed concerns.

The Marin County Office of Education's designated representative, in consultation with the Charter School's designated representative, shall investigate, respond to, and address a parent/guardian concern or complaint, as necessary. The Charter School

shall allow the Marin County Office of Education representative access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the Marin County Office of Education Special Education Department shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints related to special education so that a representative of each entity may attend. The Marin County Office of Education, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the Marin County Office of Education's decision.

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

Due Process Hearings

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

The Charter School understands that the Marin County Office of Education shall have sole discretion to settle any matter in mediation or due process. The Marin County Office of Education also has sole discretion to file an appeal from a due process hearing

or take other legal action involving any Charter School student necessary to protect its rights.

Student Transitions

As students enroll in the Charter School, we request students' cumulative records and special education records from the student's previous school in accordance with FERPA. Similarly, as students leave the Charter School, we send cumulative records and special education records to the new school upon their request and in accordance with FERPA. If we have a release of information to communicate with the DOR, we also notify the students' DOR of their transition into or out of the school as appropriate.

SELPA Representation

The Marin County Office of Education Special Education Department shall represent the Charter School at all Marin County SELPA meetings as it would any other regionalized special education classroom operated by the Marin County Office of Education. The Marin County Office of Education Special Education Department shall report SELPA activities to the Charter School in the same manner as is reported to all regionalized special education classroom operated by the Marin County Office of Education.

Funding

The Charter School is considered a regionalized special education classroom operated by the Marin County Office of Education. The funding for the delivery of special education services within the Charter School is consistent with the methodology and processes identified in the Marin County SELPA Local Plan for special education and are determined by the number of students with IEPs enrolled in the Charter School on the last Friday before Winter Break of each academic year. The anticipated special education services, staffing pattern, and operational costs for all regionalized special education classrooms operated by the Marin County Office of Education are presented

to the SELPA's member LEAs on an annual basis. Adjustments are driven by the current needs of the students and enrollment projections.

In accordance with EC 51745(a)(3), the independent study option is to be substantially equivalent in quality and quantity to classroom instruction, and shall not be provided as an alternative curriculum.

WASC Accreditation and Transferability

WASC Accreditation

Phoenix Academy Charter School is committed to being a learning organization, and using data to make mission-driven decisions at every level. Last year, Phoenix Academy Charter School was granted a three-year full accreditation. We will continue to work with the Western Association of Schools and Colleges (WASC) to maintain our accreditation.

Transferability

The Phoenix Academy Charter School will inform parents about the transferability of courses to other high schools through a report card issued three times a year, and a transcript issued upon transfer and/or graduation. Over the coming years, we will submit our courses for approval by the University of California A-G system. These courses will be specifically identified as UC A-G approved on the transcript.

Elements B and C. Measurable Student Outcomes and Methods of Measurement

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

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. —California Education Code Section 47605(b)(5)(C).

The Phoenix Academy Charter School will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the tables below for the schoolwide goals for relevant subgroups and corresponding assessments. Phoenix Academy Charter School will comply with all elements of the Local Control and Accountability Plan (LCAP) pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

Currently, Marin County Office of Education has a state waiver to have a combined (SSC) and English Learner Advisory Committee (ELAC) for its alternative programs. The district submits a Local Control and Accountability Plan (LCAP) for its alternative

programs including Marin's Community School, Phoenix Academy Charter School, Oracle Independent Study, and Loma Alta Juvenile Hall.

Phoenix Academy Charter School's schoolwide pupil outcomes include:

- **Academics:** Students will master content knowledge and skills necessary to be successful in the modern economy. The academic content knowledge and skills listed in each of our courses are aligned to the Common Core State Standards, Next Generation Science Standards and/or the California Framework for History and Social Sciences. Please see sample courses of study for Integrated Math 1, Integrated Science 1, Modern World History, and English 9 in the appendix. Each course provides details on how the standards align to our instructional model and specific units of study.
- **Mindsets, Essential Skills and Habits:** In addition to academic mastery, all students will develop the skills of self-efficacy, self-management, growth mindset, and social awareness to enable them to continue to learn as they set and achieve their goals. These skills are embedded throughout our school program. Teachers give feedback on students' strengths and areas for growth throughout their school day. Each teacher includes at least one of the social and emotional skills above to focus on in their daily lesson plans. We use schoolwide surveys to measure our progress on these skills, but do not include the skills in grades as they are extremely subjective and context specific.
- **Personal Goals:** All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent. Each student meets with our College and Career Specialist to develop a "road map' (See the appendix for a sample Road Map). The road map connects students' long term goals to their short term goals with respect to grades and credits. Students meet with the College and Career specialist on a quarterly basis to update their goals and strategies to get there. Our College and Career Specialist also coordinates our Learning Through Interest (LTI) program where students have opportunities to develop mentors who can support them in the community. Please see our Exploratory Work

Experience Education and General Work Experience Education courses in the appendix which describe how students can further make progress towards their post-secondary goals.

State Priorities

Our goals and actions are aligned to the following state priorities:

- **State Priority 1**: Basic Services: The degree to which teachers are appropriately assigned and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.
- **State Priority 2**: Implementation of Common Core State Standards. Implementation of the academic content and performance standards adopted by the state board, including how EL students will be enabled to gain academic content knowledge and English language proficiency.
- **State Priority 3**: Parental Involvement. Parental involvement, including efforts to seek parent input for making decisions, and how the school will promote parent participation.
- **State Priority 4**: Student Achievement. Pupil Achievement as measured by all of the following, as applicable.

  a. California Assessment of Student Performance and Progress (CAASPP)

  b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education. (Note: we are beginning to develop courses of study to submit to UC/CSU)

  c. Percentage of ELs who make progress toward English language proficiency as measured by the ELPAC or other metric.

  d. EL reclassification rate

  e. Percentage of pupils who have passed an AP exam with a score of 3 or higher (Note: we do not have plans to offer AP courses).

  f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.

- **State Priority 5**: Student Engagement. Pupil engagement, as measured by all of the following, as applicable.
  a. School Attendance Rates
  b. Chronic Absenteeism Rates
  c. Middle School Drop Out Rates
  d. High School Drop Out Rates
  e. Graduation Rates
- **State Priority 6**: School Climate. School climate, as measured by all of the following, as applicable:
  a. Pupil suspension rates
  b. Pupil expulsion rates
  c. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
- **State Priority 7**: Course Access. The extent to which pupils have access to, and are enrolled in a broad course of study, including programs and services developed and provided to unduplicated students (EL, Free and Reduced Lunch Eligible, or foster youth) and students with exceptional needs. “Broad course of study” includes the following as applicable: Grades 7-12: English, social sciences, languages, physical education, math, science, visual and performing arts and career technical education.
- **State Priority 8**: Other Student Outcomes. Pupil outcomes, if available in the subject areas described in #7.

Phoenix Academy Charter School Goals

The goals, actions, and methods for measuring progress for the 2020-2023 school years are provided below. These goals have been developed in collaboration with our stakeholders including students, parents, staff, community members, WASC visiting committee, and our SSC/ELAC advisory groups. Please note as you read the goals below, we have included 1) the goal, 2) a narrative describing the goal, 3) alignment to local priorities, 4) alignment to state priorities, 5) alignment to feedback we received

from the WASC visiting committee, 6) measurable outcomes and metrics to measure our progress, and 7) actions we will implement to achieve our goals.

Goal 1:

All students have access to a broad and rigorous course of study that is student-centered, relevant to their lives, and prepares them to enter the post-graduate pathway of their choosing.

Goal 1 Narrative:

Because we are implementing a new academic program, Goal 1 regarding a broad and rigorous course of study is extremely important. We have a significant amount of dedicated time to training and working with teachers to develop culturally relevant curricula within project-based units and competency-based grading systems. We will also continue to provide training in social and emotional learning, relational and restorative practices, culturally responsive pedagogy, and creating a trauma-sensitive system. Student voice will be critical as we continue to develop curriculum and systems, so we are also developing stronger systems for student voice throughout our school.

Local Priorities

Culturally Responsive Pedagogy, Project-Based Learning, Competency-Based Learning System, Courses of Study, Supporting English Learners, Supporting Learning Coaches, and Student Voice and Leadership

State priorities

1. Basic (conditions of learning)
2. State Standards (conditions of learning)
4. Pupil Achievement (pupil outcomes)
5. Pupil engagement (engagement)
6. School Climate (engagement)
7. Course Access (conditions of learning)
8. Other Pupil Outcome (Pupil outcomes)

Related WASC Critical Areas for Follow up (From WASC Findings).

3. Courses of study should be updated to reflect the new standards and academic program.

4. The school should continue to develop systemic linguistic supports throughout the academic program to support English Language learners.

5. The school should continue developing stronger orientation systems to support students as they transition into the school.

6. There should be a focus on participation rates on many assessments including CAASPP, ELPAC, CHKS and MAP tests.

7. Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance.

Expected Annual Measurable Outcomes	Baseline 2020
1a. At least a 5% increase in the number of students who make progress towards core learning goals as measured by earning 12.5 credits or more per quarter.	Q2: MCS/PA Students Combined • % of all students who earned 12.5 credits or more: 66.7% - 30 students • % of EL students who earned 12.5 credits or more: 62% - 18 students
1b. At least a 5% increase in the percent of individual high school students who meet their personal academic learning goals as measured by credits earned each quarter compared with their goals outlined in individual road maps.	• Q1: 52% • Q2: 45%

1c. Increase graduation rates by 5% of eligible students. (We define eligible as students who enter their 12th grade at the start of the year needing 60 credits or fewer to graduate.)	Will update at end of June, 2020
1d. Decrease dropout rates by 5% each year	Drop out rate: Will update at end of June, 2020
1e. Increase participation rates by 5% each year in MAP, CAASPP, ELPAC	2019-20 Tests not conducted 54% Participated in the Fall MAP tests
1f. Increase quarterly attendance rates by 5% each year.	Q1: MCS: 77.4% PA: 73.3% Q2: MCS: 67.9% PA: 66.7%
1g. Increase the percentage of students eligible to return to their home district who choose to stay in our schools by 5% in 2020	Spring 2019 to Fall 2019 MCS: 88% PA: 80% Oracle: 73%
1h. Increase school enrollment by 100 over the next three years.	Baseline: Q2 PA: 24 students MCS: 28 students
1i. Continue to develop school culture and climate. • Decrease suspension rate • Demonstrate growth on Transforming Education's Culture and climate surveys.	MCS and PA combined data: Q1: 11% of students were suspended

• Develop internal student surveys in Fall 2020	Q2: 3% of students were suspended Transforming Education Surveys: Students report from fall 2018 to fall 2019 • Increase in Cultural and Linguistic Competence • Increase in Engagement • Increase in Learning Strategies • Increase in Rigorous Expectations • Increase in School Safety • Increase in Sense of Belonging • Increase in Teacher-Student Relationships Students report from fall 2018 to fall 2019: • Increase in Curiosity • Increase in Growth Mindset • Increase in Self Regulation • Minimal change in Perseverance • Minimal change in Self Awareness

	• Decrease in Self Efficacy • Decrease in Social Awareness

Goal 1 Actions:

Action Step Year 2020-2021	Action Step Year 2021-2022	Action Step Year 2022-2023
1.01 Update core courses of study to reflect relevant content standards, cognitive and social and emotional skills. Submit one course of study per core content area for UC A-G approval.	1.01 Investigate ways to add world language and art requirements. Update a second group of courses of study to reflect relevant content standards, cognitive and social and emotional skills. Submit one course of study per core content area for UC A-G approval.	1.01 Develop courses of study for world languages and arts. Update a third group of courses of study to reflect relevant content standards, cognitive and social and emotional skills. Submit one course of study per core content area for UC A-G approval.
1.02 Continue process of continuous improvement to refine educational model and provide ongoing professional development and coaching to all teachers in response to identified needs.	1.02 Continue process of continuous improvement to refine educational model and provide ongoing professional development and coaching to all teachers in response to identified needs.	1.02 Continue process of continuous improvement to refine educational model and provide ongoing professional development and coaching to all teachers in response to identified needs.
1.03	1.03	1.03

Use data from Transforming Education and internal surveys to inform our schoolwide and classroom focus on social emotional skills development.	Use data from Transforming Education and internal surveys to inform our schoolwide and classroom focus on social emotional skills development.	Use data from Transforming Education and internal surveys to inform our schoolwide and classroom focus on social emotional skills development.
1.04 Build out structures for student leadership by offering a leadership class and creating a Principal's Advisory Team.	1.04 Engage Principal's Advisory Team to create more opportunities for authentic student engagement throughout the school systems. Build out schoolwide opportunities throughout the schools.	1.04 Continue to engage Principal's Advisory Team to create more opportunities for authentic student engagement throughout the school systems.
1.05 Utilize community-based Learning Coaches to support student academic and social/emotional development inside and beyond the classroom.	1.05 Continue to utilize community-based Learning Coaches to support student academic and social/emotional development inside and beyond the classroom.	1.05 Continue to utilize community-based Learning Coaches to support student academic and social/emotional development inside and beyond the classroom.
1.06 Continue to develop and strengthen our practices of trauma-sensitive supports for our students.	1.06 Continue to develop and strengthen our practices of trauma-sensitive supports for our students.	1.06 Continue to develop and strengthen our practices of trauma-sensitive supports for our students.

1.07 Continue to cultivate relationships with local school districts so that our programs become a viable option for students before they fall too far behind.	1.07 Continue to cultivate relationships with local school districts so that our programs become a viable option for students before they fall too far behind.	1.07 Continue to cultivate relationships with local school districts so that our programs become a viable option for students before they fall too far behind.
1.08 Develop entrance and exit surveys for parents and students so we can learn more about what worked for them and what did not.	1.08 Implement entrance and exit surveys for parents and students so we can learn more about what worked for them and what did not.	1.08 Continue to implement entrance and exit surveys for parents and students so we can learn more about what worked for them and what did not.
1.09 Maintain a van that supports student attendance, internships and expeditions.	1.09 Maintain a van that supports student attendance, internships and expeditions.	1.09 Maintain a van that supports student attendance, internships and expeditions.

Goal 2:

All students have access to learning experiences inside the school and in the community that build on their interests and connect them with community networks to help them develop a future orientation including post-secondary goals.

Goal 2 Narrative:

To help our students create personal and academic goals aimed at developing a more detailed future orientation for themselves, we will continue to develop our Learning

Through Interest program to connect students with professional experts and community mentors from different career fields a variety of ways. This includes informational interviews, job shadows, mentorships, and personalized learning projects that connect student interests with the classroom curriculum. In addition, we collaborate with local community colleges to provide co-enrollment opportunities. We also continue to provide after school mentorships for students to support their social and emotional development. While participating in these structured activities, our students will begin to develop a deeper understanding of how their interests and goals impact those around them in the real world.

Local Priorities

Internship and Mentorship Development, Communications with Community, After School Mentors, and Authentic Connections for Project-Based Learning

State priorities

5. Pupil engagement (engagement)
6. School Climate (engagement)

WASC Critical Areas for Follow up

7. Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance.

Expected Annual Measurable Outcomes	Baseline 2020
2a. Increase the percentage of students participating in a. Job shadows or informational interviews by 10% each year b. Off campus mentorships or internships through MCS/MCOE by 5% each year	Informational Interviews: 10 Students Off campus mentorships/internships through MCS/MCOE: 13 Students

	(Year to Date)
2b. Increase the number of students co-enrolled in College of Marin and one of our programs by 5% each year.	4 students have enrolled or registered, 7.5%
2c. Increase of percent of students who have identified a post-secondary goal and know their next steps as measured by completion of Road Maps by 5% each year a. 7-9th graders who can identify three potential post-secondary goals b. 10th - 12th who have a postsecondary goal identified and know their next steps	Q2: 7-9th: 55% 10th-12th: 67%
2d. Increase the number of project partners and/or guest speakers from the community who provide authentic contexts for projects by 5 people/organizations each year.	Q2: 15 individuals or organizations

Goal 2 Actions:

Action Step Year 20-21	Action Step Year 21-22	Action Step Year 22-23
2.01 Build up the Learning Through Interest program by developing business and individual partners to act as mentors in job shadows, career exploration and internships.	2.01 Continue to build up the Learning Through Interest program by developing business and individual partners to act as mentors in job shadows, career exploration and internships.	2.01 Continue to build up the Learning Through Interest program by developing business and individual partners to act as mentors in job shadows, career exploration and internships.
2.02 Build up junior college co-enrollment by continuing to	2.02 Build up junior college co-enrollment by continuing to	2.02 Build up junior college co-enrollment by continuing to

partner with College of Marin and continuing to connect our students to professors, student mentors, and classes that will engage them. Continue planning campus visits and career days.	partner with College of Marin and continuing to connect our students to professors, student mentors, and classes that will engage them. Continue planning campus visits and career days.	partner with College of Marin and continuing to connect our students to professors, student mentors, and classes that will engage them. Continue planning campus visits and career days.
2.03 Work with individual students and their families to help them develop Road Maps for success in completing secondary coursework, as well as planning and preparation for post-secondary success. Include systems to regularly measure progress.	2.03 Continue working with individual students and their families to help them develop Road Maps for success in completing secondary coursework, as well as planning and preparation for post-secondary success. Include systems to regularly measure progress.	2.03 Continue working with individual students and their families to help them develop Road Maps for success in completing secondary coursework, as well as planning and preparation for post-secondary success. Include systems to regularly measure progress.
2.04 Plan and execute off-campus expeditions to give students opportunities and experiences that may broaden their interests and solidify their post-secondary goals.	2.04 Engage students to help plan and execute off-campus expeditions to give students opportunities and experiences that may broaden their interests and solidify their post-secondary goals.	2.04 Continue to engage students to help plan and execute off-campus expeditions to give students opportunities and experiences that may broaden their interests and

		solidify their post-secondary goals.
2.05 Plan and execute authentic, project-based learning units that allow students to explore learning in the context of local, regional, national or international events and situations. Begin to build opportunities for students to connect off-campus experiences to classroom learning.	2.05 Continue to plan and execute authentic, project-based learning units that allow students to explore learning in the context of local, regional, national or international events and situations. Continue to build opportunities for students to connect off-campus experiences to classroom learning.	2.05 Continue to plan and execute authentic, project-based learning units that allow students to explore learning in the context of local, regional, national or international events and situations. Continue to build opportunities for students to connect off-campus experiences to classroom learning.
2.06 Provide after-school mentoring for students so that they can participate in healthy activities after school hours including partnering with community organizations to build local connections.	2.06 Continue to provide after-school mentoring for students so that they can participate in healthy activities after school hours including partnering with community organizations to build local connections.	2.06 Provide after-school mentoring for students so that they can participate in healthy activities after school hours including partnering with community organizations to build local connections.
2.07 Investigate technology supports that creates and better shares individual roadmaps with students and their families.	2.07 Implement technology supports that creates and better shares individual	2.07 Continue to implement technology supports that creates and better shares

	roadmaps with students and their families.	individual roadmaps with students and their families.
2.08 Investigate and implement a wider variety of extra-curricular activities for students including in the arts and athletics. Investigate other after-school opportunities.	2.08 Continue to implement a wider variety of extra-curricular activities for students including in the arts and athletics. Investigate other after-school opportunities.	2.08 Continue to implement a wider variety of extra-curricular activities for students including in the arts and athletics. Investigate other after-school opportunities.
2.09 Build more opportunities and supports for students who are entering work directly after high school.	2.09 Build more opportunities and supports for students who are entering work directly after high school.	2.09 Build more opportunities and supports for students who are entering work directly after high school.

Goal 3:

Students and families are engaged and have access to resources in school and in the community to support student learning.

Goal 3 Narrative:

We are continuing our highly effective partnership with the Multicultural Center of Marin to help with bilingual connections with our community. Our newly created Family Empowerment Specialist position, as well as our mentor program will support the further engagement of our families and will help build leadership capacity among the community serve. Our ELAC and School Site Council are merged and we are working to build student leadership through electives. We continue to communicate in multiple ways and in Spanish and English. We look forward to building parent/guardian leadership in events at school and deepening our work in support of families.

State priorities

3. Parent Involvement (engagement)

6. School Climate (engagement)

WASC Critical Areas for Follow up

1. The school needs to develop and implement a strategic plan to communicate with feeder districts and the community at large about who they serve and encourage earlier referrals.

7. The school needs to continue to increase their capacity to address students' mental, physical, and personal needs.

Local Priorities

Family engagement and outreach, SSC, mental health groups, MCM learning coaches/mentors, SEL

Expected Annual Measurable Outcomes	Baseline 2020
Metrics/Indicators 3a. Increase number of parents/guardians attending: a. Back to School Night (BTSN) b. Family Empowerment Events c. Fall and Spring Exhibition Nights d. Family Leadership Meetings	Number of Parents Participating in Family Events a. BTSN: 9/12/2019: 20 Parents and 15 family members b. Family Empowerment Event 10/19/2019: 7 Parents and 3 family members 1/25/20: 14 Attendees c. Fall Exhibition Night 12/17/19: 20 Attendees d. Family Leadership Meetings: 10/1/2019: 4 parents 11/19/2019: 4 parents 12/10/2019: 4 parents 1/14/2020: 5 parents 2/26/2020: 4 parents

	3/17/2020: 2 parents
3b. Increase percent of parents who are familiar with the resources available to them at the school as measured by twice-yearly internal surveys by 5% or more each year.	September 2019 Survey 80% of Parents that say they are familiar with resources available to them at the school.
3c. Increase percent of parents/guardians who report that their student has at least one positive relationship with an adult on campus by 5% or more each year.	September 2019 Survey 60% of Parents that say students have at least one positive relationship with an adult.
3d. Increase percent of MCS and/or Phoenix Academy students receiving services through partner organizations on or off campus.	Participation in Counseling Services 22% of MCS/PA students receiving counseling services through partner organizations.

Goal 3 Actions:

Action Step Year 20-21	Action Step Year 21-22	Action Step Year 22-23
3.01 Build out parent and family engagement by hiring, training, and increasing responsibilities for a Family Engagement Specialist who will support	3.01 Build out parent and family engagement by hiring, training, and increasing responsibilities for a Family Engagement Specialist who will support parent and family	3.01 Build out parent and family engagement by hiring, training, and increasing responsibilities for a Family Engagement Specialist who will support parent and family

parent and family engagement at all levels of our school.	engagement at all levels of our school.	engagement at all levels of our school.
3.02 Convene a regular student success team meeting to identify students who need more support and to identify action steps.	3.02 Continue to convene a regular student success team meeting to identify students who need more support and to identify action steps. Build capacity and broaden attendance as warranted.	3.02 Continue to convene a regular student success team meeting to identify students who need more support and to identify action steps. Build capacity and broaden attendance as warranted.
3.03 Work with community partner, Multicultural Center of Marin, to reach out and support parent and family attendance at our weekend meetings, Back to School Nights and Exhibition Nights.	3.03 Work with community partner, Multicultural Center of Marin, to reach out and support parent and family attendance at our weekend meetings, Back to School Nights and Exhibition Nights.	3.03 Work with community partner, Multicultural Center of Marin, to reach out and support parent and family attendance at our weekend meetings, Back to School Nights and Exhibition Nights.
3.04 Develop our Family Leadership Team and begin to have more active involvement and leadership from parents and families to report to the School Site Council/ELAC and other advocacy positions.	3.04 Support and provide guidance to the Family Leadership Team. Meet regularly with them to develop goals for improvement.	3.04 Support and provide guidance to the Family Leadership Team. Meet regularly with them to develop goals for improvement.
3.05 Work with families individually and in groups to assess needs	3.05 Work with families individually and in groups to assess needs	3.05 Work with families individually and in groups to assess

and connect them with existing community resources to support physical and mental health.	and connect them with existing community resources to support physical and mental health.	needs and connect them with existing community resources to support physical and mental health.
3.06 Implement more opportunities for families to network and support each other without a formal structure (such as social events)	3.06 Continue to implement more opportunities for families to network and support each other without a formal structure (such as social events)	3.06 Continue to implement more opportunities for families to network and support each other without a formal structure (such as social events)
3.07 Work with the family leadership team to develop more robust strategies for communicating with families and keeping them informed about what is going on at school.	3.07 Work with the family leadership team to develop more robust strategies for communicating with families and keeping them informed about what is going on at school.	3.07 Work with the family leadership team to develop more robust strategies for communicating with families and keeping them informed about what is going on at school.
3.08 Investigate courses and training for parents and families including English, and job-skills.	3.08 Implement courses and training for parents and families including English, and job-skills.	3.08 Continue to implement courses and training for parents and families including English, and job-skills.
3.09 Continue to investigate resources and support to	3.09 Continue to investigate and implement resources and	3.09 Continue to investigate and implement resources and

provide more therapeutic care on site.	support to provide more therapeutic care on site.	support to provide more therapeutic care on site.
3.10 Engage community organizations and individuals to provide students with extra support for mentoring and gang prevention.	3.10 Engage community organizations and individuals to provide students with extra support for mentoring and gang prevention.	3.10 Engage community organizations and individuals to provide students with extra support for mentoring and gang prevention.

Assessment for learning

Phoenix Academy Charter School believes that using data to drive instruction is the key to a highly personalized learning environment in which each student gets "just in time" support to reach high levels of proficiency. Individual teachers use data about their students' progress to inform their teaching approaches to best serve all students. We use a wide variety of formative and summative assessments, to inform our instruction and continually improve. With strict adherence to FERPA guidelines and protocols, we will use assessment data in order to personalize the learning experience for all students.

We are in the process of revising and updating our courses of study to reflect the Common Core State Standards for English Language Arts, Mathematics, the Next Generation Science Standards, and California History and Social Sciences standards and school wide social and emotional learning goals. Draft courses of study are listed in the appendix for Integrated Science 1, Integrated Mathematics 1, Modern World History, and English 9. These courses outline the skills and knowledge that students are taught, assessed and that align with state standards. The courses utilize project and problem based units, with benchmarks that align to skills and/or knowledge. Each courses' content and skills outcomes align with our mission, vision, and school wide student outcomes. Over the coming years, we will submit our courses to be approved for

University of California A-G approval so that our students have access to public four-year universities upon graduation. Last year, Phoenix Academy Charter School was awarded a 3-year full accreditation, the first step in the process to get courses approved by the University of California system.

Assessment Tools

We use a variety of assessment tools to measure progress, and to make data-based decisions at all levels of our program. Some specific tools are described below.

CA State Assessments

We administer the California Assessment of Student Performance and Progress (CAASPP) yearly to all juniors to measure grade-level achievement in math and English/language arts. As part of the state tests, we will provide the California Modified Assessments (CMA) to special education students if indicated in their IEPs, and the English Language Proficiency Assessment for California (ELPAC) to measure progress of English learners towards proficiency. When the assessment for the Next Generation Science Standards becomes available, we will use that, and until then, we will continue to administer the CST in Science. For social studies we will rely on site-made assessments until a state assessment comes out.

Interim Assessments

We administer Measures for Academic Progress (MAP) Assessments for mathematics and English Language arts in the Fall, Winter and Spring. These assessments help to understand individual students' strengths and areas of growth. We also administer Transforming Education's School Climate and Culture and Social and Emotional Learning surveys during the Fall and Spring in order to assess our growth in social and emotional learning outcomes.

Ongoing Formative Assessment

While snapshot assessments are useful, especially to see patterns and to make learning goals, the ongoing assessments that guide teaching and learning are the most

important form of assessment. We see assessment as a process. Rather than a disruption to teaching and learning, assessment is an integral part of the teaching and learning cycle that serves to inform both the teacher and the learner where they are in their learning.[101] John Hattie found that providing students with formative evaluation, and the opportunity to learn from feedback have some of the highest effect sizes on student learning, especially when teachers use the information from those assessments to change their own tactics.[102] By using standards-based assessment and proficiency grading, students will have multiple opportunities to understand their own learning as they make adjustments, and develop habits to learn from smaller mistakes in the service of larger learning goals. Formative assessments are created by our teachers as they support students in learning content and skill goals outlined in their respective courses of study (See appendix).

Performance Assessments

In our project- and problem-based core, students will demonstrate understanding and mastery of key concepts and skills through performance assessments, aligned to the core curriculum, that may include websites; videos; presentations; reports to local, national, and global organizations; demonstrations; displays; and other products. Performance assessments will include rubrics to assess specific content knowledge and skills, and will help serve as evidence of student learning throughout their years at Phoenix Academy Charter School.

Data-based Decisions

Phoenix Academy Charter School is a learning organization. The research and knowledge that went into writing this charter description will most definitely change. To ensure we are adaptable and responsive to student learning needs, and to ongoing scientific understandings of what high school can and should be, we use data to make decisions at every level. We will continue to engage our stakeholders in examining

[101] Wiliam, Dylan. *Embedded Formative Assessment*. N.p.: Solution Tree, 2011. Print.
[102] Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning*. London: Routledge, 2012. Print.

student learning data and making changes as needed. As needed, our exit outcomes and performance goals may need to be modified over time.

Students will keep track of their progress on learning goals in each course through our learning management system, Powerschool. Students also meet with our College and Career Specialist at least once per quarter to discuss their individual "Road Map" to make progress towards their individual goals. Parents and families are informed frequently about the progress of their student through quarterly report cards and regular communication from our staff.

We use school-wide data to make programmatic decisions as a staff. We leverage our personal relationships with students and assessment data to connect students with the resources and opportunities they need to meet their goals. Our school publishes student results annually through the SARC, in compliance with the California Constitution, California Education Code and ESSA. Parents and students will also have ongoing access to students' current mastery of learning goals and grades through our learning management system.

Reporting

Competency-Based Learning

Phoenix Academy Charter School uses competency-based learning systems whereby student grades are based on their demonstrated growth and/or proficiency of specific knowledge and skills rather than an average of points earned over time. This allows students to meet learning targets without being penalized for not getting there in a certain amount of time. It also gives more meaning to grades, indicating a student's level of mastery of the content rather than his or her ability to get work turned in "on time[103]." Because students always know what their level of mastery is for specific learning goals, they always know what their strengths and areas of growth are. Our competency-based system promotes a growth mindset because students always have

[103] Heflebower, Tammy, Jan K. Hoegh, Philip B. Warrick, Mitzi Hoback, Margaret McInteer, Bev Clemens, and Robert J. Marzano. *A School Leader's Guide to Standards-based Grading*. N.p.: n.p., n.d. Print.

the opportunity to grow and learn from their mistakes. It also facilitates differentiation of instruction for students because teachers can direct targeted extensions and interventions for specific groups of students based on their analysis of data.

Reporting

Through our learning management system, families have ongoing access to each student's progress. Each family will receive a formal report of their student's progress at least every six weeks, but more often if necessary and warranted. Phoenix Academy Charter School shall comply with Education Code Section 47604.3 and the Public Records Act.

Element D. Governance Structure

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

Legal Structure

The Marin County Board of Education is the Governing Board of the Marin County Office of Education. Its legal authority is determined by the State Constitution, the Statutes of the State Legislature, regulations of the State Board of Education and that authority conferred by trustee area elections.[104] There are seven trustees who are elected from seven different geographical areas in Marin County in accordance with California Ed Code sections on elections 5000-5442. Members who are elected from their respected districts serve a four year term to commence the second Friday in December succeeding their election[105] Please see the appendix which includes the Marin County Board of Education's scope of authority and responsibility, method for electing and appointment/replacement procedures, and a list of current board members.

The board elects a President, Vice President, consistent with board policies California Education Code. Members serve on committees as necessary and in compliance with the Brown Act. The Marin County Board of Education participates in regular training in effective board practices to supplement necessary skills.

Phoenix Academy Charter School shall be operated by the Marin County Office of Education. When the term "Marin County Office of Education" is used, it refers to the Marin County Superintendent of Schools and the Marin County Board of Education joining the authority of each agency and doing business jointly or independently as the law may provide.[106] Marin County Office of Education will be responsible and

[104] Marin County Board of Education Policy Number 8100, "Authority."
[105] Marin County Board of Education Policy Number 8300, "Members."
[106] Marin County Board of Education Policy Number 8200, "Name of the Office of the County Superintendent of Schools."

accountable to the State of California for the governance and operations of the Phoenix Academy Charter School. An administrator or administrators who serve as principal(s) of the school shall report directly to the Superintendent or designee.

Administrator(s) negotiate a Memorandum of Understanding with the Superintendent as needed that outlines autonomies for school leaders and operational relationships between Phoenix Academy Charter School leader(s) and the Marin County Office of Education. Please see the appendix for this Memorandum of Understanding and additional documents including an organizational chart and conflict of interest code.

Marin County Office of Education shall comply with the Brown Act and the Public Records Act.

Marin County Office of Education shall provide business/administrative services including personnel, accounting, payroll, technology support, and maintenance of school facilities.

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and Marin County Office of Education policies as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CALPADS, the Public Schools Accountability Act of 1999. Financial reports as specified under Education Code Section 47604.33 shall be included with the Marin County Office of Education Budget reports and reporting cycles.

Board Meetings

The Marin County Board of Education will hold public meetings at least every month in accordance with the Ralph M. Brown Act. Parents and members of the public are invited

to attend or join public board meetings in person or via a free conference line. A meeting schedule will be made available to the public at the beginning of each year.

Stakeholder Involvement

Parents provide critical input to the board and to the school's management; as such, it is essential that parents and families are involved and invested in the success and growth of the school, and that their input is noted by the Principal(s), Assistant Superintendent of Alternative Education, the Superintendent and the board of education from the broadest family involvement possible.

Strategies for gathering familial input include:

1. Developing our Family Leadership Team to provide input to the combined English Learner Advisory Committee (ELAC) and School Site Council (SSC). The ELAC/SSC provides advisory input to the school principal(s). The School Site Council is comprised of elected student, parent, and staff representatives. The parents or guardians of English learners elect the parent members of ELAC.
2. Hiring a Family Empowerment Specialist to support outreach and communication to families in English and Spanish.
3. Posting of Board agendas in a standardized location and on Marin County Office of Education's website.
4. Posting of Board minutes in a standardized location on Marin County Office of Education's website.
5. The Phoenix Academy Charter School will solicit parent input and feedback on beginning, middle and end of year surveys.

The Family Leadership Team is a partnership between parents and school leaders, allowing families to highlight successes, share challenges, and contribute to the school community through fundraising, organizing parent volunteers, and developing or requesting specific workshops for parents and community members. It is a voluntary group that is open to all parents who are interested in taking part.

The English Learner Advisory Committee (ELAC) is responsible for giving advice to school leadership and staff on programs and services for English learners. The committee is involved in the development of our LCAP plans. Parents of English learners comprise at least the same percentage of the ELAC membership as the school's total population. Translation services are available at all meetings.

The principal(s) will work closely with the Family Leadership Team parent representative to organize bi-monthly meetings. During the meetings, parents are invited to attend and participate in conversations with school leaders about the overall success of the school as well as any challenges they may be facing or improvements they would encourage.

General Provisions

The Phoenix Academy Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations, will not charge tuition, and will not discriminate against any student on the basis of race, ethnicity, sexual orientation, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220, or immigration status.

The Phoenix Academy Charter School and Marin County Office of Education will comply with all applicable federal, state and local laws.

The Marin County Office of Education will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part Marin County Office of Education's insurance program.

Title IX, Section 504, and Uniform Complaint Procedures

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including

any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 discriminate on any such basis.

Charter School shall use Marin County Office of Education's uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Charter School shall extend Marin County Office of Education's uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

Element E. Employee Qualifications

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

The Phoenix Academy Charter School model is a new way of thinking about education, and as such, will have a new way of looking at school employment. We will need teachers who are trained in our model, and who share our belief that all students are capable of learning at high levels, and who understand that it is the entire school community's responsibility to ensure that they do.

Employment Policies and Procedures

Hiring Protocol

The Superintendent or designee will hire administrative staff, including a principal or co-principals. The principal or co-principals will make hiring recommendations to the Superintendent or designee, who will make the final hiring determination.

Staff Recruitment and Selection Process

To ensure selection of the highest quality staff, we will implement the following staff selection process:

1. Posting of job openings (online, newspaper, through referrals, and email)
2. Use of teacher recruitment programs and career fairs
3. Request of a resume, cover letter, and letters of recommendation
4. Introductory interview (in-person or virtual)
5. (Optional) Second interview that would include follow up questions, a demo lesson, and/or a student panel interview as needed.
6. Reference checks with previous employers and references.
7. Final interview with the Superintendent or designee.
8. Verification of credential and previous employment, State and Federal background checks, and professional and personal reference checks of strong candidates

9. The Superintendent will make the offer of employment to the strongest candidate for the position being offered.

Teacher credential assurance

Phoenix Academy Charter School agrees to comply with the provisions of the Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all Phoenix Academy Charter School teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Phoenix Academy Charter School will not discriminate against any employee on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Phoenix Academy Charter School shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish an up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

Recordkeeping and minimization of use of emergency credentialed teachers

Phoenix Academy Charter School will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. Phoenix Academy Charter School will take all steps necessary to minimize the use of teachers holding emergency credentials, including active recruitment of duly credentialed teachers through EdJoin, LinkedIn, Facebook, Twitter, and/or other online recruitment resources. We also recruit through partner organizations such as the Multicultural Center of Marin, the Canal Alliance and others. Phoenix Academy Charter School will seek to maintain a potential

list of credentialed teachers from which to draw in the case of a teacher vacancy during the school year.

The Phoenix Academy Charter School Principal or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing in compliance with Every Student Succeeds Act (ESSA). Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. All credential materials will be kept at the Marin County Office of Education.

Equal Employment Opportunity

Phoenix Academy Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. The Phoenix Academy Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

In accordance with Education Code 47605(d)(1), Phoenix Academy Charter Schools shall be nonsectarian in its employment practices and all other operations. Phoenix Academy Charter Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220, or immigration status (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics,

skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Marin County Office of Education's employee policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening).

Staff Compensation and Benefits

The Superintendent will develop a salary schedule for positions at the school. The salary schedules will be based on applicable agreements with the Marin County Educator's Association, the California School Employees Association, and/or the Marin County Personnel Commission as appropriate. Administrative and staff salaries will be set at the discretion of the Superintendent, based on the candidate's experience and responsibilities. The salary of the Superintendent will be set by the Marin County Board of Education.

A comprehensive benefits package (medical and retirement) will be included as part of each full-time employee's compensation.

Teacher Qualifications

The Phoenix Academy Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. The Phoenix Academy Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. The Marin County Office of Education shall maintain current copies of all teacher credentials inspection.

Phoenix Academy Charter School will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, and instructional philosophy documented in this charter. All employees at the Charter School will be employees of the Marin County Office of Education.

Teacher Hiring, Evaluation and Advancement

Hiring

Teachers will be hired according to the job descriptions according to a process that will helps to understand the person's strengths, areas for growth, and capacity for feedback and adult learning. The hiring process will include:

- Posting the job and outreach via EdJoin, social media, networks, etc.
- Paper screening
- Panel interview(s) with school staff, parents and students
- Sample or actual lesson
- Final interview with the Superintendent or designee

Performance Evaluation

The final evaluation will be completed by the principal or co-principal, but the evaluation process will be broadened to include more room for teachers to show growth in an agreed-upon set of criteria, and to use multiple points of formative feedback for continuous improvement. Teachers will work with the principal or co-principal to set learning goals for the year, and will collect evidence of achieving their goals throughout the year. Teachers will be asked to self-reflect regularly, using qualitative and quantitative data to guide reflection. Student work will be a part of the ongoing and annual feedback conversation and self-reflection.

Employee Positions and Qualifications

Phoenix Academy Charter School will comply with the California Charter Schools Act with respect to teacher certification.

Positions Include

- Principal or Co-Principals (administrative position)
- Administrative Assistant(s)
- Teachers
- Paraeducator(s)
- College and Career Specialist (administrative position)
- Family Empowerment Specialist (administrative position)
- Information Services Support Technician
- Maintenance Worker(s)

At full capacity, the staff will include these same positions, as well as full-time teachers serving as instructional leaders. In all years during the term of the charter, the school will be supported by Marin County Office of Education's business, personnel, maintenance and operations, and information services departments.

Due to the "slow growth" model of the proposed charter school, job summaries, position descriptions, and job responsibilities are subject to change and are subject to District approval pursuant to material revision/amendment procedures. A single individual may assume the responsibilities of more than one position for which he or she may be qualified as determined by their resume, job performance, or interview. We recognize that as Phoenix Academy Charter School grows, the organizational chart and job descriptions may vary based upon the needs of our students and the continued growth of our educational program.

General Qualifications

Principal or Co-Principals

Management at Phoenix Academy Charter School should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, technological facility, and management experience. The minimum criteria for administration candidates include:

- Bachelor's degree (M.A. or Doctorate preferred)

- A track record of strong educational leadership
- Positive references and good reputation
- Administrative credentials preferred

Staff

The Phoenix Academy Charter School staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications will include:

- The belief that all students can learn at high levels with the appropriate resources and opportunities; and determination to ensure they do
- Ability to critically analyze the role of race in education outcomes
- Adaptability and continuous learning within a collaborative environment
- Results orientation
- Strong social and emotional skills
- Strong written and verbal communication skills
- Core knowledge in specific discipline(s) related to the job
- Experience using technology
- Exemplification and embodiment of the school's core values
- Ability to successfully work with target population

Teachers

Pursuant to Education Code section 47605 (l) all teachers at the Phoenix Academy Charter School will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses. We do not currently have any non-core academic positions, but we would comply with education code Section 47605(l) if this were to change. A teacher of core academic subjects must have:

- Bachelor's degree

- CA teaching credential or have a Preliminary Certificate/Credential for no more than three years while actively working toward completion of CA credential, highly qualified according to NCLB, and demonstrated expertise
- Hold, or be in the process of obtaining, a Cross-culture, Language and Academic Development (CLAD) Certificate or a Bi-lingual Cross-Culture, Language and Academic Development (BCLAD) Certificate.
- Demonstrated classroom and subject matter competence
- Background Clearance from FBI/DOJ
- TB clearance

Procedures for Background Checks

Employees and contractors of Phoenix Academy Charter School will be required to submit to a criminal background check and finish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent or designee shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Services Provided Via Contractors

Phoenix Academy Charter School will receive service from employees of organizations with which Phoenix Academy Charter School contracts. Phoenix Academy Charter School will ensure that the qualification of the employees of contractors are consistent with the expectations for Phoenix Academy Charter School employees.

Professional Development

Each faculty and staff member has a personalized educator plan. The plan is developed by the employee with the input and approval of the Principal or Co-Principals. The plan asks the employee to identify a set of professional development goals from areas that

have been identified as the strands most pertinent to the success of an Phoenix Academy Charter School educator. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is much more about our professional development in Element A.

ELEMENT F: Health and Safety Procedures

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. —California Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Phoenix Academy Charter School will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management. The health and safety policy will be annually updated and reviewed, in consultation with staff and families. This policy will be posted on our website for all staff and families. Following is a summary of the health and safety policies of the Phoenix Academy Charter School.

Criminal Record Summaries

The Phoenix Academy Charter School will follow clear procedures to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee and contractor of The Phoenix Academy Charter School furnishes the school with a criminal record summary as required by Education Code Sections 44237 and 45125.1.

Procedures for Background Checks

New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Superintendent or designee will monitor the fingerprinting and background clearance of the school staff. Volunteers who will volunteer outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All Phoenix Academy Charter School non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Facilities Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agree to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Health and Safety Procedures

TB Testing

The Phoenix Academy Charter School's faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations

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

Medication in School

The Phoenix Academy Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, Scoliosis

Students will be screened for vision, hearing, dental and scoliosis. The Phoenix Academy Charter School will adhere to Education Code Section 49450, et seq. as applicable to the grade levels served by the school.

Food Service and Other Auxiliary Services Safety

The Phoenix Academy Charter School will contract with an outside agency for its food service needs. Phoenix Academy Charter School will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. The Phoenix Academy Charter School will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

Emergency Preparedness

The Phoenix Academy Charter School will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and other natural disasters or emergency situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for The Phoenix Academy Charter School. All Phoenix Academy Charter School staff will be trained on emergency preparedness procedures. Please see the appendix for a sample safety plan from the Marin County Office of Education.

CPR Training

All instructional staff and school leadership will be CPR and first aid certified.

Blood Borne Pathogens

The Phoenix Academy Charter School will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace.

The Phoenix Academy Charter School Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Phoenix Academy Charter School will function as a drug, alcohol and tobacco free workplace.

Comprehensive Sexual Harassment Policies and Procedures

The Phoenix Academy Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Phoenix Academy Charter School has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment. Please see the appendix for MCOE's board policy on sexual harassment as well as MCOE's safety plan.

Human Trafficking and Commercial Sexual Exploitation of Children Prevention

The Phoenix Academy Charter School provides annual training to staff, families, and students to prevent human trafficking and the commercial sexual exploitation of children and to communicate with the appropriate authorities when suspected incidents occur. Please see the appendix for an outline of trainings from Protect, an organization that provides curriculum and trainings for students, parents and staff and is in compliance with AB 1227.

Element G. Means to Achieve Racial and Ethnic Balance

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

Phoenix Academy Charter Schools will not discriminate on the basis of the characteristics listed in Section 220, or immigration status (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation), or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics.

As stated in our core beliefs, Phoenix Academy Charter School understands that all people learn best in diverse environments. Over time, through our outreach efforts, we seek to enroll a student population that mirrors the demographics of the San Rafael City High School District. According to California School Dashboard[107], the 2018-2019 student body attending district high schools in the San Rafael City High School District was 54.6% Socioeconomically Disadvantaged, 18.7% English Language Learners, 56% Hispanic or Latino, 34.8% white, 5% Asian, 1.8% African American, 1.8% Two or more races, <1% American Indian, <1% Pacific Islander, and <1% Filipino. During the 2017-2018 school year, students needing Special Education services made up 11% of Terra Linda High School students, 9.2% of San Rafael High School students, and 12.5% of Madrone High School students[108].

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[107] Enrollment Data for the San Rafael City High School District. California School Dashboard. Web. <https://www.caschooldashboard.org/reports/21654662133262/2019>

[108] Data compiled from San Rafael High School, Terra Linda High School, and Madrone's 2017-2018 School Accountability Report Cards found at: <https://srcs-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1516177874114&vdid=it416an2cf1a86q>

Outreach Efforts

Recruitment from Marin's Community School

As mentioned in Element A, Phoenix Academy Charter School operates in tandem with Marin's Community School. We recruit students from Marin's Community School to join Phoenix Academy Charter School so that students and their families can opt in to continue with our educational program. Being able to opt into our program as opposed to being mandated to attend our program has had positive effects on students' identity and well-being. From the spring to fall of 2019, 85% of our students opted to stay in our program when they had the choice.

Parent information meetings

Throughout the year, we host several parent information and input meetings to get parents engaged and give feedback on our school. These meetings are held at Marin's Community School. We provide translation services, childcare, food and transportation to each meeting. All materials are provided in English and Spanish.

Plan to recruit

Over the past three years, we have focused on redesigning our school model to open more doors of opportunity for our students. During this time, we have not actively recruited for students so that we could put our efforts into building a strong foundation. Students have primarily heard about our school as they attended Marin's Community School. Over the coming years, we plan to actively recruit and will collaborate with our district partners to share the opportunities that we can provide students and families. We will create informational brochures and flyers and online resources to communicate the resources and opportunities available. We will distribute flyers at the Health Hubs hosted by Marin Community Clinics, Marin Community Clinics offices in San Rafael and Novato, local churches, the Albert J. Boro Community Center, Boy and Girl Scout Meetings, Sports Teams, including the Briseño league, Mi Pueblo Market, Mi Tierra Market. In addition, we will work with our partner organization, the Multicultural Center of Marin to help recruit students from communities throughout Marin County.

In order to fulfill the mission of the Phoenix Academy Charter School, we will continue to reach out to the communities we are trying to serve. In addition to all of the above-mentioned outreach efforts, our Family Empowerment Specialist will help continue to build relationships with parent groups and feeder schools as well as with community-based organizations. As part of our leadership structure, our Family Leadership Team will have a family outreach committee which will be dedicated to working with potential families, particularly in underserved neighborhoods.

Each year, we will track the overall balance of our applications, as well as the individual neighborhoods from which they come. As we see neighborhoods and groups we may not be reaching, or those that might have many applications, we are committed to adjusting our outreach to ensure we are meeting our enrollment goals. This may include subduing outreach in some areas while increasing it in others.

ELEMENT H: ADMISSIONS REQUIREMENTS

Governing Law: Admission requirements, if applicable. —California Education Code Section 47605(b)(5)(H).

Phoenix Academy Charter School is a free public school that is open to all residents of the State of California. The school will not discriminate based on race, religion, gender, gender expression, gender identity, national origin, disability of students, parents or guardians, or any of the characteristics listed in Education Code Section 220, or immigration status.

Admissions

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

Formal recruitment of incoming students begins in August of each calendar year for the following school year, beginning with the Phoenix Academy Charter School advertising the open enrollment period. The recruitment process will begin in September and will be held through the middle of March. During this period any student who expresses his/her intent to enroll in the following school year will do so by completing an Intent to Enroll form.

If there are more students who intend to enroll than there are spots available, a random public lottery will be held at the end of March. However, because this charter renewal will take place after March for the 2020-2021 school year, we will accept intent to enroll forms until August 19, 2020 for the 2020-2021 school year. If necessary, we will hold a

random public lottery that same day. The lottery preferences described below will be communicated on our website. If admitted through the random public drawing, the student may formally enroll by completing and submitting the full registration packet and submitting the necessary paperwork (outlined below) to facilitate the registration process.

Registration packets for students who are admitted will include the following:

1. Student Admissions Letter
2. Emergency Contact Information Form
3. Immunization Records
4. Home Language Information
5. Residency paperwork (utility bills, etc.)
6. Media Use General Form
7. Participation in Sex Education Form
8. Internet Use and Technology Agreement
9. School Messaging System Form
10. Marin Transit Youth Pass
11. Application for Free or Reduced Price Meals
12. Title 1 School-Parent Compact – Receipt of Notification
13. Parent and Family Involvement Interest Form
14. School Rules and Expectations Signature Form
15. Parent/Guardian Annual Rights Notification
16. School Calendar/ Parent Activity Calendar
17. Cumulative Records Request

Public Random Drawing

At full capacity, we will serve 160 students in grades seven through twelve. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Enrollment preferences in the case of a public random drawing shall be as follows:

1. All students currently enrolled at the Phoenix Academy Charter School (exempt from the lottery)
2. Siblings of enrolled students
a. Includes all other students living within the same household.
3. Pupils who meet the CA state definition of socio-economically disadvantaged
4. Residents of Marin County
5. All other applicants

Lottery rules deadlines, dates and guidelines will be posted with the application materials and on the school's website. In addition, we will conduct outreach throughout the application period to ensure that typically underserved families have the necessary information and support they need to apply for the lottery. To do this, our Family Empowerment Specialist will contact families that have shown interest in our school to help them fill out the required Intent to Enroll forms. The publicly held lottery drawing will be scheduled at a time and place to best accommodate attendance of families. Parents/families do not have to be present to participate.

We will communicate the results of the lottery directly to participants via email, the US mail, and/or phone calls. Parents/families will have a three-week deadline to confirm enrollment via an intent to enroll declaration. There will not be a wait list.

Efforts to recruit low-achieving and economically disadvantaged students
Phoenix Academy Charter School is committed to serving academically low-achieving and economically disadvantaged students. We will recruit students from our school community as part of our mission-driven approach to enrolling students who are not thriving in their current schools. We will reach out to those families explicitly, and assist them through printing bilingual forms in addition to digital forms; providing individual assistance to complete forms and provide required enrollment materials; and reaching out to families that begin the process but do not follow through.

ELEMENT I. Annual financial audit processes, including exceptions and deficiencies resolutions

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

Audit Compliance

Phoenix Academy Charter School receives services from Marin County Office of Education's business services department. These services include a yearly financial audit (included with other programs of Marin County Office of Education) conducted by external auditors contracted by business services in compliance with Ed. Code section 47605(b)(5)(I). Phoenix Academy Charter operates in tandem with Marin's Community School as part of Marin County Office of Education's alternative programs. The financial plan attached in the appendix reflects the combined resources and expenditures for the alternative programs.

Phoenix Academy Charter School principal(s) work closely with the business services office to draft annual budgets for the school. The business services department prepares the annual budgets, including Phoenix Academy Charter School's budget, for review by the Marin County Board of Education. The following reports will be submitted by the business office to the Marin County Office of Education, in the required format and within timelines each year:

1. Provisional Budget– Spring prior to operating fiscal year
2. Final Budget – July 1 of the budget fiscal year
3. First Interim Projections – November of operating fiscal year
4. Second Interim Projections – February of operating fiscal year
5. Unaudited Actuals – October 15 following the end of the fiscal year
6. Audited Actuals – December 15 following the end of the fiscal year

7. Statistical Report– monthly according to school's Calendar of Reports. This includes a review of average daily attendance. In addition:
    a. P1, first week of January
    b. P2, first week of April
    c. Annual, July
8. Instructional Calendar – annually five weeks prior to first day of instruction
9. Other reports as requested by the District

The Phoenix Academy Charter School will be a district dependent, locally funded charter school.

Budgets

Each spring, the Phoenix Academy Charter School leaders will establish an annual budget in collaboration with the business department. The budget development process will begin in March of the preceding fiscal year and will continue through the Governor's May revisions of the California state budget. The annual budget will then be presented to Marin County Board of Education for discussion and approval during June board meetings.

On-Site Financial Management

Phoenix Academy Charter School leaders will assume responsibility for financial matters at the school under the policies adopted by and oversight provided by the Marin County Board of Education. The principal or co-principal will manage the day-to-day financial management needs of the school. The principal will work with the Marin County Office of Education business services department to manage the school's financial operations. Services include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, cash flow, auditing and monitoring adherence to the charter process and laws.

Phoenix Academy Charter School and the Marin County Office of Education business services department will employ all Generally Accepted Accounting Principles (GAAP), as required by law.

Financial Plan

The attached budget and multi-year projection are based on estimates of the revenue and expenditures to implement the instructional model outlined for the Phoenix Academy Charter School (Phoenix). Phoenix's leaders collaborated with Marin County Office of Education's (MCOE) business services department to develop the budget and multi-year projections. The cash flow schedule is representative of MCOE's county school service fund within which Phoenix and the associated alternative education programs are accounted.

Phoenix is one of four alternative education programs operated by MCOE. In addition to Phoenix, MCOE operates Marin's Community School, Oracle Independent Study, Loma Alta Juvenile Hall, and the educational program at the Jail. These programs share resources such as Title 1A, Title 1D, State Lottery, Education Protection Account Funding, and AB1913. Given the symbiotic nature of the programs, the budget for Phoenix is presented along with all of the alternative programs for review.

Demographics

The budget and multi-year projection for the alternative education programs included in the proposed budget for adoption by the MCOE Board of Education are based on average daily attendance (ADA) remaining flat at 12.41 ADA as reported for the second period (P2) in 2019-20.

Phoenix experienced a significant increase in ADA in the 2019-20 school year, growing from 2.82 ADA to 12.41 ADA and Phoenix' leadership is confident ADA will continue to grow per the projected enrollment, demographics, and assumptions listed below. We have prepared an alternate multi-year projection reflecting enrollment growth to assess the sustainability of the program.

Projected Enrollment

	2020-21	2021-22	2022-23	2023-24	2024-25
Grades 7-12	25	50	80	120	160
Attendance rate	70%	75%	80%	82%	84%
ADA	17.50	37.5	64	98.4	134.4

Average daily attendance forms one of the main determinants of funding under the Local Control Funding Formula (LCFF). The other demographic driving LCFF revenues is the percentage of students identified in the LCFF student groups: low income, English learner and foster youth. Phoenix reported 23 students enrolled in 2019-20 with 21 students identified in the LCFF student groups and has reported an average of approximately 86% of students identified in the LCFF student groups over the last three years while Marin's Community School is reporting an average of 77%. All pupils in juvenile hall are identified for 100% LCFF students. As Phoenix grows, the projected demographics will come closer to the demographics of San Rafael High School District or approximately 70% LCFF students. For budget purposes we have used 77% LCFF students for all years projected with both the proposed adoption model as well as the enrollment growth model.

Revenues

Phoenix is a locally funded, district dependent county alternative program. The school receives funding based on the Local Control Funding Formula (LCFF) including base, supplemental and concentration grants.

As a county alternative program, Phoenix may enroll students that have been court or probation referred or expelled from their home district (Type 'C'), in which case the attendance is credited to Phoenix and funded at the county office LCFF funding rate. Currently 100% of students enrolled in Phoenix are funded under the county office

LCFF funding rate. The base rate for 2020-21 is $12,594 per ADA, however the Governor's May Revise would reduce this rate by 10% to $11,335. Supplemental LCFF grant funds are calculated at 35% of the base grant for the percentage of LCFF students resulting in a per ADA grant of $3,056 and concentration grant funds are calculated at 35% of the base grant for the percentage of LCFF students in excess of 50% resulting in a per ADA grant of $1,072 for a total grant of $15,462 per ADA.

The growth model assumes students will voluntarily enroll in Phoenix without referral. The average daily attendance generated under this model is credited back to the district the student resides in and a mechanism is deployed to transfer LCFF funding generated by the ADA at the district rate of approximately $9,700 to Phoenix. The enrollment growth model assumes an additional 10% of students enrolling in 2021-22 and an additional 20% of students enrolling in 2022-23 will be funded at the district rate.

Given the current economic environment LCFF funding rates have been held constant at 2020-21 levels which have been reduced 10% in line with the Governor's May Revision.

In addition to the LCFF revenues, the alternative education programs generate the following revenue streams:

a. Lottery unrestricted at $105/ADA

b. Lottery restricted to instructional materials at $35/ADA

c. CARES Act ESSER grant for 2020-21 at $120,000

d. Education Protection Account funding, calculated at $200/ADA

e. Federal Title funding: Title ID for Neglected etc. (Type C students generate this funding) Title 1A for County Office of Education served District students; Title II (professional development) and Title III serving English Learners

f. Grants generated from AB1319 through the Marin County Probation Department $273,268

g. Rapid Relief funding from New Schools Venture Fund, $19,074 for 2020-2021

Phoenix currently contracts with San Rafael City Schools to provide breakfast and

lunch. Not all food costs are reimbursed and the budget therefore includes $15,000 for meals in the 2020-21 budget and beyond.

Phoenix is a program of the Marin County Office of Education and is part of the Marin County SELPA for special education services. The alternative programs, including Phoenix, have a regionalized program and have an additional $74,000 outside of the presented budget allocated to support services as needed.

Grants

Marin County Office of Education has a close partnership with Marin County Probation. For many years, Marin County Probation has provided an AB1913 grant for prevention and support services such as mentorships, after school activities, career and internship exploration, transportation, and more. Marin County Office of Education will receive funds from AB1913 for the 2020-2021 school year.

Marin County Office of Education received $19,074 from New Schools Venture Fund for the 2020-2021 school year to support with our response to Covid-19. This is one-time funding.

All funding rates have been held flat for the multi-year projection and one-time grants have been removed.

Contributions

The budget as presented for adoption for the alternative education department including Phoenix will require an annual contribution under the current model, however, moves towards a balanced budget under the enrollment growth model.

Expenditures

Staffing and Benefits

The budget presented for adoption holds all staffing constant across the multi-year projection. The following assumptions include a description of changes in staffing that would be required to accommodate increased enrollment.

Certificated

Phoenix will have 3 core teachers in year 2020-2021 and add one additional core teacher each year. Because these positions are shared with Marin's Community School, for budgeting purposes, this reflects 1.5 FTE in 2020-2021 and an addition of 0.5 FTE in 2021-2022, and the addition of 1 FTE in each subsequent year until the school reaches capacity. The average teacher salary starting in 2020-2021 is budgeted at $78,587. Marin's Community School, Juvenile Hall and Oracle Independent Study programs do not expect growth in FTE over the coming years. Their FTE positions are assumed to be constant from 2020-21 through 2022-23.

Phoenix Academy Charter School will have two certificated administrators who also co-lead Marin's Community School and Oracle Independent Study.

The budget assumes that substitutes are needed for ten days for each teacher.

Classified

The alternative education department currently has 1 FTE administrative assistant and 0.5 FTE senior administrative assistant. We will add 0.5 FTE administrative assistant in the year 2022-2023.

The budget and multi-year projection include the cost of maintenance and operations including custodial and repair work on the campus which is provided through MCOE's centralized Maintenance and Operations department.

The budget and multi-year projection also includes direct technology support services costs as provided through MCOE's Information Services department.

The alternative programs share a full time College and Career Specialist (Assistant Project Supervisor). The programs also share a full time Family Empowerment Specialist (Assistant Project Supervisor) funded 50% out of adult education budgets and 50% out of the alternative education budget. We do not plan to add addition positions as we grow.

Salaries have been projected using the approved 2020-21 salary schedules which include a previously negotiated 3% increase. All salaries have been adjusted for step and column increases in the budget and multi-year projection.

Benefits

It is assumed that all full-time certificated teachers and administrative employees will participate in STRS. Non-certificated staff will be part of PERS or social security if they do not qualify for PERS. Increases in STRS and PERS contributions contained in current law are assumed.

Marin County Office of Education offers health, dental and vision insurance to all full time employees. Assumed rate in the budget is $13,260 held constant for each full time equivalent employee participating. This amount includes health, dental and vision.

The budget also includes all other driven costs associated with payroll including employer contributions for Medicare, State Unemployment Insurance and Worker's Compensation.

Books and Supplies

The budget presented for adoption assumes no growth in enrollment and therefore holds all books and supply costs constant at 2020-21 budgeted amounts. The enrollment growth model shows increases in the budget sufficient to provide a Chromebook for each student with a budgeted cost of $450 per student. We use electronic textbooks and resources instead of standard textbooks. Technology replacement would begin in year 2022-2023 and is budgeted at $100 per student.

Additional supplies include office supplies, classroom supplies, hotspots, furniture, and supplies for events such as family leadership meetings, school leadership events, and classroom furniture. The enrollment growth model includes furniture at $150 per new student and office furniture at $1,000 per new FTE.

Services and Operating Expenses

Services and operating expenditures have been held constant at 2020-21 budgeted

amounts in both the budget presented for adoption as well as the enrollment growth model.

MCOE provides facilities for the alternative education programs including Phoenix. As the school grows, the school plans to use flexible scheduling to maximize the use of the current campus at 1111 Las Gallinas Avenue, San Rafael, and work with MCOE to either grow into rooms of the MCOE main building or identify alternative rental facilities.

Indirect costs are charged to the alternative program budgets at MCOE's approved rate and includes the following services: MCOE administration provide oversight and direction; the business services department provides budget development support, grants management, financial management, accounting, payroll, benefits management, accounts payable and attendance, cash flow and auditing support; the personnel department provides all human resource services, including recruitment, credentialing monitoring and review, ensuring all statutory requirements are met and maintained. The Information services department provides internet access, software, licensing, email support and training.

Professional development is an important part of Phoenix and the associated alternative education programs. The school has budgeted $1,500 per teacher for professional development and an additional $1,000 per teacher for conference fees. This is not to say that this exact amount will be spent each year on each teacher, but rather to set a budget for professional development with school administration figuring out the best allocation.

Additional major service expenses include in 2020-2021 include contracts for Imblaze software ($3600 per year), Aeries SIS software ($3000), Powerschool learning management system software ($2500 per year), Rosetta Stone software ($2480 per year), website through Blackboard ($3000), and WASC contract ($5000), Food Services through San Rafael City Schools ($15000) and Crestline for school gear and masks ($4000).

Service Contract

MCOE currently contracts with the Multicultural Center of Marin to provide

afterschool mentors and on-campus learning coaches. It is assumed there are 4 full time learning coaches/mentors in the 2020-2021 school year. Should additional resources become available Phoenix would add .5 FTE of a learning coach/mentor in the 2021-2022 school year and 1FTE of a learning coach/mentor in the 2022-2023 school year. The average contract per learning coach/mentor is $52,000. These additions have not been included in the enrollment growth budget.

Startup Expenses

Phoenix Academy Charter School is an existing school, so no startup expenses are included.

Annual Audit

Phoenix Academy Charter School will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Superintendent and Assistant Superintendent who oversee Business Services will be knowledgeable about the California Department of Education's audit guide ("Standards and Procedures for Audits of California K-12 Local Education Agency") and, as required under California Education Code Section 47605 (m), will hire an independent auditor to complete , an annual fiscal independent financial audit of the books and accounts of the Marin County Office of Education incorporating Phoenix Academy Charter School in accordance with Education Code Section 41010. Superintendent in concert with the business services department will make all documents available for the auditor.

The audits shall be made by a certified public accountant or a public accountant licensed by the California Board of Accountancy, and shall be selected from a directory of certified public accountants and public accountants deemed by the Controller as qualified to conduct audits of local educational agencies, which is published by the Controller not later than December 31 of each year. Christy White and Associates has conducted the annual independent financial audit of the Marin County Office of Education for the last four years.

The audit shall incorporate all funds under the jurisdiction and control of the Marin County and shall encompass all applicable procedures and conform to the reporting requirements in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* as published for the appropriate year by the Education Audit Appeals Panel. The auditor shall follow the procedures included in this audit guide, unless, in the exercise of professional judgment, the auditor determines that other or additional procedures are more appropriate.
The annual audit shall be submitted electronically to the State Controller's Office and the California Department of Education on or before December 15th subsequent to the year end.

In any year the Marin County Office of Education is subject to the Single Audit, the auditor will ensure the reporting package to the federal clearing house is completed in a timely manner.

Phoenix Academy Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit.

The audit, expected to be completed by December 15 of each year, will be conducted in accordance with 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. Those standards require that the independent auditor plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. The audit will also include assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. The independent auditor will prepare a financial report to be submitted to the Marin County Office of Education, the State Controller's Office, and CDE.

At the conclusion of the annual audit, School principal(s) and leaders will meet with business services to review audit exceptions or deficiencies, and resolve them to the satisfaction of the California Department of Education AB1200 and Audit resolution unit. The audited financial statements including any audit findings and exceptions accompanied by corrective action plan(s) will be reported to the Marin County Board of Education in January of each year for review and acceptance.

The annual audit and a copy of the auditor's findings will be forwarded to the Marin County Superintendent of Schools, the State Controller, the California Department of Education, and any other required agencies on or before December 15th subsequent to the year end.

The independent fiscal audit of the Marin County Office of Education, including Phoenix Academy Charter School is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

ELEMENT J. Suspension and Expulsion Policies

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

General Provisions

Phoenix Academy Charter School shall provide appropriate due process, as set forth herein, for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their rights regarding suspension and expulsion, including rights of appeal.

Phoenix Academy Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in applicable state law.

Phoenix Academy Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Phoenix Academy Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Phoenix Academy Charter School shall document and implement the alternatives to suspension and expulsion that it utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Policies for Suspension and Expulsion

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Phoenix Academy Charter School. The Phoenix Academy Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary,

modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

A student identified as an individual with disabilities or for whom the Phoenix Academy Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal

and state law mandates additional or different procedures. The Phoenix Academy Charter School will follow all applicable federal and state laws including but not limited to applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Phoenix Academy Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension or Expulsion

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

Enumerated Offenses

Discretionary Suspendable Offenses

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

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

2) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

3) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person

another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

4) Committed or attempted to commit robbery or extortion.

5) Caused or attempted to cause damage to school property or private property.

6) Stole or attempted to steal school property or private property.

7) Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to vape pens, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.

8) Committed an obscene act or engaged in habitual profanity or vulgarity.

9) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.

10) Knowingly received stolen school property or private property.

11) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

12) Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

13) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a

witness.

14) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15) Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

16) Aiding or abetting 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 (1) above.

17) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his

or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

18) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

19) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

21) Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act.
    a) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health. Causing a reasonable student to experience substantial interference with his or her academic performance.

iii) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Phoenix Academy Charter School.

b) "Electronic Act" means the creation and 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, or image.

ii) A post on a social network Internet Web site including, but not limited to:

(1) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (A) above.

(2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (A) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil

would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(3) iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (A) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii) Notwithstanding subparagraphs (A) and (B) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

Discretionary Expellable Offenses

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

3) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5) Committed or attempted to commit robbery or extortion.
6) Caused or attempted to cause damage to school property or private property.
7) Stole or attempted to steal school property or private property.
8) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
9) Committed an obscene act or engaged in habitual profanity or vulgarity.
10) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
11) Knowingly received stolen school property or private property.
12) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
14) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

16) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
17) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
18) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
19) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

20) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

i) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii) Causing a reasonable student to experience substantial interference with his or her academic performance.

iv) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

b) "Electronic Act" means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other

wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i) A message, text, sound, or image.

ii) A post on a social network Internet Web site including, but not limited to:

(1) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(2) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(3) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

22) Pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

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

The conference may be omitted if the Principal or designee determines that an urgent situation exists. An “urgent situation” involves a reasonable concern regarding danger to the lives, safety or health of students or Phoenix Academy Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be

extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled by the Phoenix Administrative Panel. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Phoenix Academy Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a final decision on whether to expel. Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Phoenix Academy Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Phoenix Academy Charter

School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Email notification to a verified email address belonging to the parent or guardian may be substituted for the written notices required in this paragraph.

Specialty Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time

he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Phoenix Academy Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Phoenix Academy Charter School must present evidence that the witness's presence is both desired by the witness and will be helpful to the Phoenix Academy Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the

Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact regarding the expulsion. If referred to the Marin County Board of Education, the final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

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

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Phoenix Academy Charter School.

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

Email notification to a verified email address belonging to the parent or guardian may be substituted for the written notices required in this paragraph.

Disciplinary Records

The Phoenix Academy Charter School shall maintain records of all student suspensions and expulsions at the Phoenix Academy Charter School. Such records shall be made available to the Marin County Office of Education upon request.

No Right to Appeal

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

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Phoenix Academy Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion in accordance with the Countywide Plan for Provision of Educational Services to Expelled Students (See Appendix).

Rehabilitation Plans

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

a date not later than one year from the date of expulsion when the pupil may reapply to the Phoenix Academy Charter School for readmission.

Readmission

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

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of District

The Phoenix Academy Charter School shall immediately notify the Marin County Office of Education Special Education Department and the District of Residence, if applicable, of the discipline of any student with a disability and coordinate the procedures in this policy.

Services During Suspension

Any student suspended for more than 10 school days in the same school year shall continue to receive services during the term of the suspension. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals as set out in his/her IEP.

If a student with a disability is excluded from school transportation, the student shall

be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP (EC 48915.5).

Procedural Safeguards/Manifestation Determination

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

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

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

Determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Phoenix Academy Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Phoenix Academy Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

Due Process Appeals

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

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

Special Circumstances

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

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

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

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Phoenix Academy Charter School supervisory or

administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services;

b. The parent has requested an evaluation of the child; or
c. The child's teacher, or other Phoenix Academy Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Phoenix Academy Charter School supervisory personnel.

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

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

The Phoenix Academy Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K. Employee Benefits

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

The financial compensation for Phoenix Academy Charter School employees will include a base salary that is competitive with like jobs in other local public high schools. The superintendent or designee will oversee the arrangements, including required contributions and deductions, for retirement coverage for all Phoenix Academy Charter School employees.

All full-time teachers and administrators of Phoenix Academy Charter School shall participate in the State Teachers' Retirement System ("STRS") and will make required contributions. All paraeducators, administrative assistants, information services technology support workers, and maintenance workers will participate in the Public Employee Retirement System ("PERS") and make required contributions. Individuals in part-time positions that do not qualify for STRS or PERS will participate in social security and make required contributions. All employees are eligible to participate in MCOE's 4013b retirement program.

As Phoenix Academy Charter School employees are employees of Marin County Office of Education, Marin County Office of Education will make all required employer contributions. Marin County Office of Education will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of a California employer.

All driven costs associated with payroll including retirement contributions are included in the charter's budget.

Element L. Attendance Alternatives

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

No student will be required to attend the Phoenix Academy Charter School. Students who opt not to attend Phoenix Academy Charter School may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in the Phoenix Academy Charter School shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Phoenix Academy Charter School, except to the extent that such a right is extended by the local education agency.

Element M. Return Rights of Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. California Education Code § 47605(b)(5)(M).

Employees of Phoenix Academy Charter School are employees of the Marin County Office of Education. Phoenix Academy Charter School Teachers belong to the Marin County Educators Association. Classified employees belong to the California School Employees Association, Chapter 327. Employees who choose to work at Phoenix Academy Charter School shall have the same rights of return to the Marin County Office of Education as other teachers or classified staff employed by the Marin County Office of Education. Collective bargaining contracts of the Marin County Office of Education will be used to determine whether and how charter school staff will carry over sick/vacation leave. Leave and return rights for union-represented employees and former employees who accept employment with Phoenix Academy Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element N. Dispute Resolution Procedures

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

Phoenix Academy will follow the Marin County Board of Education policies and procedures for dispute resolution, complaints, reporting, and renewal. As Marin County Office of Education is the Local Education Agency (LEA) and is deemed a program within the Marin County Office of Education, dispute resolution procedures is not applicable.

Internal complaints and disputes will be handled by implementing the Marin County Board of Education policies and procedures for complaints.

Element O. Employee Representation

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. California Education Code § 47605(b)(5)(O).

Phoenix Academy Charter will follow the Marin County Office of Education policies and procedures for dispute resolution, complaints, reporting, and renewal. Marin County Office of Education is deemed the exclusive public school employer of all employees of Phoenix Academy Charter School for purposes of the Educational Employment Relations Act. As such, Marin County Office of Education shall comply with all provisions of the Educational Employment Relations Act ("EERA"). In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element P. Procedures for Closing

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

The following procedures shall apply in the event the Phoenix Academy Charter School closes. The following procedures apply regardless of the reason for closure.

Closure of the school shall be documented by official action of the Marin County Board of Education. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Marin County Office of Education will promptly notify parents and students of the Phoenix Academy Charter School, the Phoenix Academy Charter School's SELPA, the retirement systems in which the Phoenix Academy Charter School's employees participate (e.g., State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and annual credits that meet graduation requirements.

The Marin County Office of Education shall ensure notification to the parents and students of the school provides information to assist parents and students in locating suitable alternative programs and the manner in which they can obtain a copy of their child(ren)'s student record. This notice shall be provided promptly, within 10 business days following the effective date of closure.

Upon proper notification and request by a new school of attendance, student records will be transferred. During the closeout process, all pupil records shall be maintained by

the “responsibility entity” designated by the Marin County Board of Education. Phoenix Academy Charter School shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g.

Personnel records shall be maintained and transferred in accordance with applicable law by the “responsibility entity” designated by the Marin County Board of Education.

The Marin County Office of Education will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

On closure of the school, all assets of the school, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Phoenix Academy Charter School, shall remain the sole property of Marin County Office of Education. The closure of the school will shall include the return of any unused grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Marin County Office of Education shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

Potential Civil Liability Effects and Impact on Authorizer

Governing Law: Potential civil liability effects, if any, upon the school and upon the authorizer. Education Code Section 47605(g).

The Phoenix Academy Charter School shall be operated by Marin County Office of Education. Marin County Office of Education will be responsible for securing coverage to manage risk and addressing potential civil liability issues.

In order to provide school leaders with the autonomies necessary to innovate within the larger system and implement the instructional model contained within this charter, a memorandum of understanding will be agreed upon on an annual basis between the school leaders and the Marin County Office of Education. The memorandum of understanding will include the manner in which administrative services of the charter school will be provided, how annual budgets will be determined, how staffing and hiring decisions will be made, and other items negotiated. Please see the Memorandum of Understanding Between the Marin County Office of Education and Marin's Community School, Phoenix Academy Charter School, and Oracle Independent Study attached.

Annual Performance Audits

A review of the charter is conducted annually. Audits from 2015-2016, 2016-2017, 2017-2018, and 2018-2019 are attached. The audits are reported to the Marin County Board of Education by the administrator(s) of Alternative Education and will include:

1. Review of each component of the renewal charter petition for compliance.
2. Progress towards annual goals stated in the Local Control and Accountability Plan for Phoenix Academy Charter School
3. Review of state and federal testing data
4. Summary of major decisions made/policies established by the board each year
5. Data on level of parent involvement on governance and operation of the school
6. Summary of staff, student, and parent/guardian surveys

7. Listing of staff, qualifications, and credentials
8. Health and safety procedures with any major changes
9. Review of the suitability of the facility in terms of health and safety
10. Review of the suitability of the facility in terms of educational utility
11. Review copies of all required documentation (budget reports, financial projections, leases, insurance, etc.)
12. Overview of admission practices including number of students annually enrolled, expulsions and suspensions. Note: We will not have wait lists.
13. Review of any internal/external dispute resolutions.
14. Site visit from administrative staff at the Marin County Office of Education that includes observation of the instructional program.
15. Listing of all major decisions made and policies established by the Marin County Board of Education Trustees in relation to Phoenix Academy Charter School

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

The Phoenix Academy Charter School is located at 1111 Las Gallinas Avenue in San Rafael, CA. It is on a single site in central Marin County with easy access to public transportation, including Marin Transit bus stops and the SMART Train. The facility is safe, habitable and suited for our students. The facility includes classrooms with flexible walls, counseling and administrative offices, and adequate bathroom facilities. As our student population grows, facilities could expand to include rooms within the Marin County Office of Education or rental facilities nearby. The Marin County Office of Education provides custodial and maintenance services for Phoenix Academy.

Other Operations

Free and Reduced Lunch

The Phoenix Academy Charter School will provide Free and Reduced Lunch services. We will make arrangements with meal providers such as San Rafael City Schools or Revolution Foods to provide meals for our students.

Transportation

Marin County Office of Education currently has three vans that are available to support transportation for field trips and internships. Phoenix Academy Charter School collaborates with Marin Transit, which provides free annual transit passes for students who qualify based on family income. The Phoenix Academy Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP which will be handled by the Phoenix Academy Charter School in accordance with SELPA policy.

Conclusion

Our teachers, leaders, and support staff have created a joyful, productive culture where students feel welcomed, are seen as individuals and feel safe to explore as they develop their knowledge and understanding. Our staff gets to know each student as an individual and personalizes learning experiences based on needs and interests.

Through on-campus experiences, our learning through interest program, and expeditions, our students will be exposed to a wide array of career paths. This will allow students to explore interests, develop an understanding of their strengths, and build relationships that open new doors of opportunity for their futures.

By approving this charter renewal, the Marin County Office of Education will continue its commitment to support innovation within its system so that more students will be prepared to pursue their individual goals upon graduation, including pursuing a four-year college degree, attending community college, or beginning a career path of their choice. Phoenix Academy Charter School students will develop the knowledge, skills, networks, and mindsets needed to follow their passions and lead purposeful lives.

Phoenix Academy Charter Renewal

Appendices

Back to TOC

Appendices Table of Contents

Appendix	Item
1	A- Course English 9
2	A- Course Exploratory WWE Course Description
3	A- Course General WEE Course Description
4	A- Course Integrated Science I
5	A- Course Math 1 Standards for Mathematical Practices Observation Tool
6	A- Course Math 1
7	A- Course Modern World
8	A- CRT Observation Tool
9	A- Home Language Survey
10	A- Instructional Goals and Coaching Rubric
11	A- Open House District Meeting
12	A- Road Map Example
13	A- SCALE Skills Rubric from Summit Public Schools
14	A- Schedule 9th Grade
15	A- Schedule 10th Grade
16	A- Schedule 11th Grade
17	A- Schedule 12th Grade
18	A- School Calendar
19	A- Student Admission
20	A- Student Handbook English
21	A- Student Handbook Spanish
22	A- WASC Initial Visit School Description
23	A- WASC Report Phoenix Academy
24	A- WEE Procedure for Granting Credit
25	A- WEE Student Training Agreement
26	D- 2015-16 Phoenix Academy Audit
27	D- 2016-17 Phoenix Academy Audit
28	D- 2017-18 Phoenix Academy Audit
29	D- 2018-19 Phoenix Academy Audit
30	D- 8110 Authority
31	D- 8120 Duties and Powers
32	D- 8121 Individual Members
33	D- 8122 Appointment to County Superintendent Due to Vacancy
34	D- 8131 Adoption of Policies
35	D- 8132 Amendment or Suspension of Policies
36	D- 8133 Formulation of Administrative Regulations and Procedures
37	D- 8330 Conflict of Interest
38	D- Memorandum of Understanding Marin's Community School Phoenix Academy
39	D- Organizational Chart
40	D- Uniform Complaint Policy
41	E- Sample Position Announcement
42	F-PROTECT - What is Human Trafficking
43	F-Marin County Office of Education Model Emergency Plan

Back to TOC

44 F- PROTECT - Program Overview and Legislation
45 F- School Safety Plan Board Report
46 F- Student Sexual and Gender Based Harassment
47 I- Charter Financial Appendices
48 J- California Ed Code for Student Discipline
49 J- Countywide Expelled Student Plan 2018-21
50 J- Range of Consequences

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A - English 9 Course of Study

Back to TOC

English 9 Course of Study

The ninth grade English Language Arts (ELA) course is designed to prepare students to graduate "UC eligible" by adhering to Common Core State Standards (CCSS) and skills. Not only will students be exposed to CCSS, they will also be challenged in a variety of contexts to apply higher order thinking skills through progressive pedagogical practices-specifically project-based learning (PBL) and competency based learning. This course is designed to address real-world contexts through the creation of broad themes: belief systems, propaganda and persuasion, government, historical fiction, a variety of mediums (such as music and art), and discussion and debate. These broad themes will allow students to make meaningful connections to content standards and skills, thus increasing their engagement and academic performance. Such broad themes also provide ample opportunity to engage in a wide variety of discipline-specific learning activities, through stand-alone units or through PBL products. Embedded in each unit or project are best practices of formative assessment, in addition to one summative assessment at the conclusion. Teachers will evaluate students' skills using assessment tools designed by experts at Stanford Center for Assessment, Learning and Equity and Summit Public Schools (SCALE).

Pedagogical Practices

The ninth grade ELA course is designed in such a way that teachers have maximum opportunity to cover the depth and breadth of CCSS through units of study that can evolve into a project-based learning (PBL) experience. While there are a variety of effective teaching and learning frameworks currently being used in schools, Marin's Community School believes that PBL is the most all-encompassing framework for our design principles. When best practices of PBL are upheld, students are provided with rigorous learning experiences that also have real-world applications. These elements, combined with proving to be a successful vehicle for personalized learning and Social Emotional Learning (SEL), are why we believe PBL is the best framework for our students, and therefore course of study.

Within PBL units of study, we also use competency-based learning to differentiate learning for each student. With competency-based learning, we make expectations for learning explicit, transparent, measurable, and transferable. Students progress through the course based on evidence of mastering particular knowledge and skills. For example, we use the Stanford Center for Assessment, Learning and Equity's (SCALE) skill rubrics to communicate our expectations for learning Common Core aligned English language arts standards (See Attachment A: SCALE Skill Rubrics). The rubrics help us clearly communicate learning goals and areas of growth for each individual student. We use a wide variety of formative assessments to determine where students are in their learning process so that we may provide timely, differentiated support based on students' individual needs. Because learning targets are clear, students are empowered to make important daily decisions about how they will make meaning of and apply knowledge, and how they will demonstrate their learning.

This course will embed important Social Emotional Learning (SEL) skills throughout each unit or project. Teachers will integrate ample opportunity for students to reflect and receive feedback

on their development of these skills. This course will specifically focus on the following SEL topics: self efficacy, self management, growth mindset, and social awareness, as identified by experts at Transforming Education. Teachers will explicitly scaffold these skills within content-based activities through resources such as time management strategies, project hubs or resource banks, opportunities for drafting and feedback, and reflective journal entries on peer interactions or individual effort and growth.

Learning Activities

Throughout this course, students will focus on textual analysis and will be exposed to a variety of grade-specific texts, from rich literary texts and narratives of the human experience, to informative and non-fiction texts. In this course, students will also have the opportunity to learn and practice a myriad of writing techniques focusing on the ability to synthesize information, and they will analyze and use sources to improve the quality of their speaking and writing. Types of learning activities that will be included in the course include, but are not limited to the following:

- Data based questions and answers
- Research projects
- Socratic seminars and debates
- Public presentations of writing
- Oral presentations
- Literary analysis essays and timed exams
- Survey creation and data analysis

Skills

This course will cover the important skills of the discipline of ELA, in addition to skills that will provide students with the foundation to excel in the 21st century, through college or career. Below is a matrix that highlights the skills covered in this course, along with possible PBL products that students would ultimately create to show mastery and application of those skills.

Skills and Product Menu

Skills Domain	Dimension	Description	Possible Activities or Project Products
Textual Analysis	Theme/Central Idea	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text	**Activities/Products:** Text dependent questions
	Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	**Activities/Products:** Text dependent questions, Advertisement, Speaker Series
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	**Activities/Products:** Quote Log, Family Tree, Claim-Context-Quote-Conclusion

	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	**Activities/Products:** Poetry, Essay
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	**Activities/Products:** Denotation / Connotation Graphic Organizer, Interview, Poetry
Using Sources	***Selecting Relevant Sources**	Selecting sources that support answering a particular research question with relevant, credible information	**Activities:** CRAAP Test,Web Credibility checklist **Products:** Magazine Article, Essay, Research Paper, Infographic, PSA, C-E-R
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	**Activities:** CRAAP Test **Products:** Research paper
	***Synthesizing Multiple Sources**	Synthesizing information across multiple sources to support an argument or explanation	**Activities/Products:** Research Paper, Magazine Article, Infographic, C-E-R
Inquiry	***Asking questions**	Developing focused, answerable inquiry and research questions	**Activities:** QFT Protocol, Phenomena video/image viewing, Interest-based investigation **Products:** Interview, Speaker Series, Family Tree, Whole Class Question Poster, Phenomena-based KWL charts, hypothesis
	***Hypothesizing**	Developing hypotheses and predictions	**Activities:** Lab investigation, I wonder, I notice, Interest-based investigation **Products:** Lab report, research paper, socratic seminar, fishbowl discussion
	***Designing Processes and Procedures**	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	**Activities/Products:** Escape Room, Board Game, Video DIY, Speaker Series, Presentation of learning
Analysis and Synthesis	***Identifying Patterns and Relationships**	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	**Activities:** Collecting data and/or existing data sets online, I wonder, I notice **Products:** Board Game, Community analysis, Presentation,
	***Comparing/ Contrasting**	Identifying similarities and differences and using them to support, refine, or	**Activities:** Venn Diagram, Compare & Contrast GO (T-chart, Compare/Contrast matrix)

		sharpen an argument or explanation	**Products:** C-E-R, Research paper, Presentation of Learning, Community Outreach, PSA
	***Modeling**	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	**Activities:** White board modeling, sketches (any form), graphing, **Products:** Graphical analysis, Statistical representations, Infographic, Presentation of Learning, Community Outreach/Information
	***Interpreting Data/Info**	Developing justifiable interpretations of data and/or information from sources	**Activities:** Statistical Analysis, Graph analysis **Products:** Debate, Non-fiction writing,C-E-R, socratic seminar
	***Making Connections & Inferences**	Connecting ideas and making inferences based on evidence or reasoning	**Activities:** C-E-R GO, research, data analysis **Products:** C-E-R, presentation of learning,
	***Critiquing the Reasoning of Others**	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	**Activities:** C-E-R GO, individual research, peer review, my favorite “no” discussion **Products:** Debate, Socratic seminar, fishbowl discussion, online discussion board
	***Using mathematics and computational thinking**	Using algebraic thinking and analysis, a range of computational tools for statistical analysis to represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.	**Activities:** Trials in Experiments/Graphing, Estimating rate of change, Population growth/decay, Modeling waves, finding patterns and structures, ecological relationship modeling, games of chance, polling data, demographic data analysis, cost/profit analysis **Products:** Surveys and Results, Data Blitz, Research report, 3 dimensional models, graphs,

	***Justifying / Constructing an Explanation**	Using logic and reasoning to justify a response or explain a phenomenon	**Activities:** C-E-R GO **Products:** Speech
Writing/Composing	***Argumentative Claim**	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	**Activities/Products:** Essay, Research Paper, Debate, Business Plan, Opinion Article
	***Informational/Explanatory Thesis**	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	**Activities/Products:** Essay, Research Paper, Debate, Virtual Tour
	Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	**Activities:** Journaling **Products:** Personal Narrative, Genre-Specific Narrative, Non-Fiction Narrative, Play / Skit, Virtual Tour, Magazine Article, Family Tree
	Counterclaims	Acknowledging and developing alternate or opposing positions	**Activities/Products:** Essay, Research Paper, Debate
	***Selection of Evidence**	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	**Activities:** Annotated Bibliography **Products:** Essay, Research Paper, Debate, Newspaper Article, Pamphlet, Virtual Tour, Business Plan, Speech
	Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	**Activities:** Annotated Bibliography, **Products:** Essay, Research Paper, Debate, Newspaper Article, Business Plan, Speech
	Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	**Activities:** **Products:** Essay, Research Paper, Debate, Newspaper Article, Pamphlet, Virtual Tour, Business Plan, Speech
	Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and transitions to communicate with clarity and coherence	**Activities/Products:** Narrative, Essay, Research Paper, Newspaper Article,

			Pamphlet, Virtual Tour, Business Plan, Speech
	Introduction and Conclusion	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph(s) to extend ideas	**Activities/Products:** Essay, Research Paper, Debate, Speech
Speaking and Listening	**Discussion / Contribution**	Communicating ideas and contributing to discussion through questioning, connecting, and probing	**Activities:** Jigsaw with supports, sentence starter scaffolds in group discussion, gallery walks, chalk talk, concept maps, I like/I wonder feedback, four corners, plenary discussion **Products:** Socratic Seminar, Interview, Podcast
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions	**Activities:** Claim Evidence Reasoning **Products:** Notes, Interview, Podcast, Speech, Storyboard
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	**Activities:** SEL activities, listening, sentence starters to promote active listening “ex. I heard you say…,” **Products:** Socratic Seminar, Interview, Podcast, Debate, Role Play
Products and Presentations	**Style and Language (Tone, Academic Language, Syntax)**	Using appropriate style in a written product, including academic language, tone, and syntax	**Activities:** textual analysis **Products:** Speech, Spoken word, email writing
	***Oral Presentation**	Using appropriate public speaking strategies to engage the audience and communicate points	**Activities:** mini poster/ small group presentations, gallery walk presentation, show and tell, storytelling, storyboard, Ad hoc Pro/Con Debates **Products:** Teaching a Lesson, Business Plan, Speech, Data Blitz, Skits, Role Play, Health Fair, Exhibition, Exploratorium, Gallery Event
	***Multimedia in Written Production**	Integrating technology to create high-quality written products	**Activities:** Tech scaffolds, Review of tech options, Google Suite, Social Media **Products:** Digital Story, Timeline Prezi, Podcast, Music Production, Movie, Blogs with multimedia, Data Blitz
	***Multimedia in Oral Presentation**	Integrating technology to create high-quality spoken presentations	**Activities/Products:** Google Slide Presentation (PowerPoint), Pecha Kucha, Virtual Tour, Trivia (Kahoot) Game, Pear Deck / Nearpod Presentation, Video DIY, Prezi

	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	**Activities/Products:** Letter Writing, Paper (MLA), Magazine Article
	Precision	Expressing ideas and information with exactness, specificity, and refinement	**Activities/Products:** Speech, Instruction Manuals, Pecha Kucha, Data Blitz

Assessments

Within each unit or project, teachers will incorporate a variety of ongoing assessment techniques to ensure that students are continuing to develop in their content mastery and skills. Included in these assessments will be diagnostic feedback, with the opportunity for students to apply feedback and revise their work to ensure that there is a culture of learning that breeds "assessment *for* learning, rather than assessment *of* learning" (Boaler, Conference).

Daily checks for understanding will serve as informal assessments of learning and will include, but are not limited to the following:

- Journal entries
- Content-based discussions
- Exit tickets
- 1:1 and small group teacher-student check-ins

Best practices of formative assessment will be embedded throughout the course of study through larger unit assignments or project benchmarks. Formative assessments will map onto specific content and skills that have been scaffolded through lessons and activities. Student work will be collected and evaluated against a unit or project rubric pulled from skill rubrics developed by experts in the field of assessment at SCALE. Formative assessments for this course will include, but are not limited to the following:

- Essay outlines and drafts
- Research documentation
- Storyboards and scripts
- PowerPoint slide decks for presentations
- Graphic organizers
- Literary device/figurative language quizzes
- Literary text written exams
- Character analysis worksheets
- Data-based defenses
- Socratic seminars
- Infographics
- Interview or survey preparations

At the conclusion of each unit or project, students will also be summatively assessed. The same assessment tools used for formative assessments will be used for summative assessments. Summative assessments for this course will include, but are not limited to the following:

- Written essay exams
- Formal research briefs or papers
- Formal written, and/or orally presented, proposals
- Fully edited and published Public Service Announcements, documentaries, or podcasts

Course Units

Unit 1: *Identity*

Rationale: This unit will explore the theme of identity through texts and contemporary issues and individuals. Students will develop foundational skills to textual analysis that will be revisited throughout the course. Students will also gain an introduction to the important skills of discussion, presentation, and the writing process.

Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose
- Analysis and Synthesis: Making Connections and Inferences
- Writing/Composition: Explanation of Evidence, Organization, Integration of Evidence
- Speaking and Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Inquiry: Asking Questions

Possible Texts:

- *The Hate you Give* by Angie Thomas
- *To Kill a Mockingbird* by Harper Lee
- *A Raisin in the Sun* by Lorraine Hansberry
- *Black Like Me* by John Griffin
- *The Color Purple* by Alice Walker
- *Black Boy* by Richard Wright
- *The Autobiography of an Ex-Colored Man* by James Weldon Johnson

Content Literacy-Key Ideas and Details ● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 Production and Distribution of Writing ● CCSS.ELA-LITERACY.W.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.9 Presentation of Knowledge and Ideas ● CCSS.ELA-LITERACY.SL.9-10.6	Possible Contexts ● "This I Believe" recorded series ● Personal manifesto ● Community tribute ● Spoken word performance (The Moth)

Sample: Unit

Context: Identity

Driving Question: How does identity impact the ways in which we experience the world around us?

Project Product: “This I Believe” recorded series

Benchmark #1: Reading and text analysis (theme)

Benchmark #2: Reading and text analysis (character)

Benchmark #3: Point of view reflection/discussion, compare and contrast character with contemporary individual/issue

Benchmark #4: Interviews and empathy mapping, Writers Workshop: “This I Believe”, script writing, drafting

Benchmark #5: Technology workshop, recording, editing

	Learning Goal	**Assessment Opportunities**
ELA Standards Addressed	Literacy-Key Ideas and Details ● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.3 Production and Distribution of Writing ● CCSS.ELA-LITERACY.W.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.9 Presentation of Knowledge and Ideas ● CCSS.ELA-LITERACY.SL.9-10.6	1. Written literary analysis exam 2. Character profile analysis (Fakebook page, Bio Sketch, Explain Everything diagram) 3. Discussion, interview journal or reflection, compare/contrast Venn diagram 4. Writing process-graphic organizer, outline, script drafts 5. Raw content recorded and due for edits
SCALE Skills Alignment with Project Benchmarks	Theme/Central Idea, Point of View/Purpose,	Benchmarks 1, 2

	Making Connections and Inferences	
	Point of View/Purpose, Discussion/Contribution, Asking Questions	Benchmarks 3, 5
	Explanation of Evidence, Organization, Integration of Evidence	Benchmarks 1, 4
	Discussion/Contribution, Preparation, Norms/Active Listening, Asking Questions	Benchmarks 4, 5

Unit 2: *The Power of Persuasion*

Rationale: Through a variety of written texts - informational to short stories - students will explore the power of point of view and persuasion. Students will develop important skills related to literary analysis to help them further develop their own writing. Students will apply the techniques learned through these texts by writing an argumentative piece or product for an intended audience.

Skills:

- Writing/Composition: Counterclaims, Selection of Evidence, Integration of Evidence, Introduction and Conclusion
- Products and Presentation: Conventions, Multimedia in Written Production, Precision
- Textual Analysis: Structure, Word Choice
- Using Sources: Synthesizing Multiple Sources

Possible Texts:

- Historical, non-fiction, informational texts
- Contemporary non-fiction, media texts
- *Techniques of Propaganda and Persuasion* by Magedah E Shabo
- *The Secret Life of Walter Mitty* by James Thurber
- *The Celebrated Jumping Frog of Calaveras County* by Mark Twain
- *The Cask of Amontillado* by Edgar Allen Poe

ELA Standards Addressed Writing argumentative claims	Possible Contexts ● Ethos, Pathos, Logos

● CCSS.ELA-LITERACY.CCRA.W.1 Assess how point of view or purpose shapes the content and style of a text ● CCSS.ELA-LITERARY.CCRA.R.6 Interpret words and phrases as they are used in a text ● CCSS.ELA-LITERACY.CCRA.RI.4 Production and distribution of writing ● CCSS.ELA-LITERACY.W.9-10.6	● Historical, contemporary propaganda ● Marketing campaign ● Political campaign ● Art as expression ● Letter to an editor, Op-Ed piece

Sample: Unit

Context: Marketing Campaign
Driving Question: How can we leverage what we know about the power of persuasion to develop the strongest marketing campaign possible for an issue or individual we support?
Project Product: Social Media Campaign

Benchmark #1: Textual analysis-persuasion, identifying a position and developing a claim
Benchmark #2: Textual analysis-Point of View, identifying an audience
Benchmark #3: Collecting sources to support claim/messaging, argumentative writing
Benchmark #4: Analyzing social media campaigns-defining exemplars, 5Ps of marketing
Benchmark #5: Developing graphics, text for posts and other compelling material for campaign

	Learning Goal	**Assessment Opportunities**
ELA Standards Addressed	Writing argumentative claims ● CCSS.ELA-LITERACY.CCRA.W.1 Assess how point of view or purpose shapes the content and style of a text ● CCSS.ELA-LITERARY.CCRA.R.6 Interpret words and phrases as they are used in a text ● CCSS.ELA-LITERACY.CCRA.RI.4 Production and distribution of writing	1. Argumentative essay 2. In-depth P.O.V. thinking routine and reflection, character analysis 3. Literary analysis 4. Research documentation and notes 5. Blog, Op-Ed or headlines thinking routine and reflection 6. Storyboard, script

	• CCSS.ELA-LITERACY.W.9-10.6	
SCALE Skills Alignment with Project Benchmarks	Counterclaims, Selection of Evidence, Integration of Evidence, Introduction and Conclusion Conventions, Multimedia in Written Production, Precision Structure, Word Choice Synthesizing Multiple Sources	Benchmarks 1, 2, 3, 4 Benchmark 5 Benchmarks 1, 2 Benchmarks 4, 5, 6

Unit 3: *Role of Government*

Rationale: Through a variety of texts - fiction and non-fiction - students will develop claims related to their beliefs about the role of government. Students will use several sources to support their claims through an academically argumentative experience.

Skills:

- Writing/Composition: Selection of Evidence, Counterclaims, Explanation of Evidence, Integration of Evidence
- Speaking and Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Products and Presentations: Style and Language, Oral Presentation, Conventions, Precision
- Using Sources: Synthesizing Multiple Sources

Possible Texts:

- *Animal Farm* by George Orwell
- *1984* by George Orwell
- *Fahrenheit 451* by Ray Bradbury
- *Hunger Games* by Suzanne Collins
- *Lord of the Flies* by William Golding
- *Civil Disobedience* by Henry David Thoreau
- Reading excerpts from the Enlightenment (Rousseau, Thomas Hobbes, John Locke)

- *The President* by Miguel Ángel Asturias

ELA Standards Addressed	Possible Contexts
Write arguments to support claims ● CCSS.ELA-LITERACY.CCRA.W.1 Prepare for and participate effectively in a range of conversations ● CCSS.ELA-LITERACY.CCRA.SL.1 Demonstrate command of the conventions of standard English grammar ● CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English ● CCSS.ELA-LITERACY.CCRA.L.2 Research to build and present knowledge ● CCSS.ELA-LITERACY.W.9-10. Integration of knowledge and ideas ● CCSS.ELA-LITERACY.RI.9-10.7 ● CCSS.ELA-LITERACY.RI.9-10.8 ● CCSS.ELA-LITERACY.RI.9-10.9	● Video Advertisement ● Socratic Seminar ● Formal Debate ● Town Hall Meeting ● Salon Simulation ● Op-Ed Piece

Sample: Unit

Context: The Role of Government
Driving Question: How can we effectively engage in academic discourse to heighten our collective understanding of government?
Project Product: Salon Simulation

Benchmark #1: Why do we need the government? Lord of the Flies reading, intro to Enlightenment Philosophy
Benchmark #2: Deep dive into context of U.S. government-past to present issues, governing bodies and laws high level overview, data-based questions
Benchmark #3: Research on current issue, thinking and writing reflections, small group discussions
Benchmark #4: Salon simulation preparations and simulation
Benchmark #5: Salon simulation debrief and reflection/deeper understandings

	Learning Goal	**Assessment Opportunities**

ELA Standards Addressed	Write arguments to support claims ● CCSS.ELA-LITERACY.CCRA.W.1 Prepare for and participate effectively in a range of conversations ● CCSS.ELA-LITERACY.CCRA.SL.1 Demonstrate command of the conventions of standard English grammar ● CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English ● CCSS.ELA-LITERACY.CCRA.L.2 Research to build and present knowledge ● CCSS.ELA-LITERACY.W.9-10.7 Integration of knowledge and ideas ● CCSS.ELA-LITERACY.RI.9-10.7 ● CCSS.ELA-LITERACY.RI.9-10.8 ● CCSS.ELA-LITERACY.RI.9-10.9	1. Written textual analysis with Lord of the Flies 2. Data-based questions with written responses 3. Research collection and documentation 4. Q&A written preparations (focus on claims and use of sources as supporting evidence), small group and class discussions 5. Performance-based assessment during simulation rehearsal (rubric for oral communication, command and conventions)
SCALE Skills Alignment with Project Benchmarks	Selection of Evidence, Counterclaims, Explanation of	Benchmarks 1, 2, 4

	Evidence, Integration of Evidence Discussion/Contribution, Preparation, Norms/Active Listening Style and Language, Oral Presentation, Conventions, Precision Synthesizing Multiple Sources	Benchmarks 4, 5 Benchmark 5 Benchmarks 2, 3

Unit 4: *Sci-Fi Fun*
Rationale: Through the completion of this unit, students will have the opportunity to apply a myriad of creative thinking and writing skills. Through the modeling of great works from the sci-fi genre, including text to artwork, students will not only read, but also observe, analyze and interact with the genre as a whole. They will ultimately apply the techniques observed by sci-fi authors and artists to their own work.

Skills:

- Writing/Composition: Narrative, Organization, Introduction and Conclusion
- Products/Presentation: Style and Language, Multimedia in Written Production, Conventions, Precision
- Textual Analysis: Theme, Central Idea, Development, Structure

Possible Texts:

- *Robot* by Isaac Asimov
- *The Left Hand of Darkness* by Ursula Le Guin
- *The Time Machine* by H.G. Wells
- *Frankenstein* by Mary Shelley
- *Brave New World* by Aldous Huxley
- *The War of the Worlds* by H.G. Wells

ELA Standards Addressed	Possible Contexts
Theme/Central Ideas of a Text ● CCSS.ELA-LITERACY.CCRA.R.2 Text Analysis-Development ● CCSS.ELA-LITERACY.CCRA.RI.1	● Screenplay, drama ● Novels, graphic novels, comics ● Technology, inventions, virtual reality, video games ● Dystopia ● Art

Text Analysis-Structure ● CCSS.ELA-LITERACY.CCRA.RI.5 Organization and Transition ● CCSS.ELA-LITERACY.CCRA.W.4 Style and Language ● CCSS.ELA-LITERACY.CCRA.L.3 ● CCSS.ELA-LITERACY.CCRA.L.6	

Sample: Unit

Context: Sci-Fi Fun!
Driving Question: How can we look to great leaders of the genre of Sci-Fi to help us expand our creativity and craft our best writing?
Project Product: Sci-Fi anthology of writing and art in a published coffee table book

Benchmark #1: Reading Sci-Fi text (excerpts or whole text)-study literary techniques
Benchmark #2: Expanding to the entire genre of Sci-Fi (art, technology, etc.)-analyze works and develop a list of what makes exemplary Sci-Fi work
Benchmark #3: Writers Workshop: Sci-Fi writing ---> brainstorm, outline, draft
Benchmark #4: Art Workshop: Sci-Fi and abstract ---> draft and critique
Benchmark #5: Final drafts

	Learning Goal	**Assessment Opportunities**
ELA Standards Addressed	Theme/Central Ideas of a Text ● CCSS.ELA-LITERACY.CCRA.R.2 Text Analysis-Development ● CCSS.ELA-LITERACY.CCRA.RI.3 Text Analysis-Structure ● CCSS.ELA-LITERACY.CCRA.RI.5 Organization and Transition ● CCSS.ELA-LITERACY.CCRA.W.4 Style and Language ● CCSS.ELA-LITERACY.CCR	1. Graphic organizers for character and text analysis, written literary analysis 2. Quiz literary techniques, literature, art critique 3. Writing process-brainstorm, graphic organizer, outline, draft 4. Final published drafts

	A.L.3 CCSS.ELA-LITERACY.CCRA.L.6	
SCALE Skills Alignment with Project Benchmarks	Writing/Composition Products/Presentation Textual Analysis	Benchmark 3 Benchmark 4 Benchmarks 1, 2

Unit 5: *The Human Story: Narrative*

Rationale: Through textual analysis and narrative writing techniques, students will explore the common threads of the human story. Across a variety of contexts (time, geography, etc.) students will look for commonalities, thus developing empathy for the human experience.

Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Structure, Word Choice
- Writing and Composition: Narrative, Organization, Introduction and Conclusion
- Products and Presentation: Style and Language, Multimedia in Written Production, Conventions, Precision

Possible Texts:

- *Interesting Narrative of the Life of Olaudah Equiano* by Olaudah Equiano
- *Narrative of the Life of Frederick Douglass* by Frederick Douglass
- *Narrative of Sojourner Truth* by Sojourner Truth
- *Twelve Years a Slave* by Solomon Northup
- *Our Nig* by Harriet E. Wilson
- *Life Among the Paiutes: Their Wrongs and Claims* by Sarah Winnemucca
- *American Indian Stories* by Zitkala-Sa

ELA Standards Addressed	Possible Contexts
Narrative Writing ● CCSS.ELA-LITERACY.CCRA.W.3 Craft and Structure ● CCSS.ELA-LITERACY.CCRA.RI.5 ● CCSS.ELA-LITERARY.CCRA.R.6 ● CCSS.ELA-LITERACY.CCRA.RI.4	● Historical Narrative ● Biography ● Community Tribute ● Poetry ● Spoken Word ● Documentary ● Filmed Interview

Key Ideas and Details ● CCSS.ELA-LITERACY.CCRA.RI.3	

Sample: Unit 5

Context: The Human Story: Narrative
Driving Question: How can we develop empathy for others, and deeper understanding of the world, by celebrating the story of others?
Project Product: Spoken Word performance at a community venue

Benchmark #1: Read narratives-textual analysis
Benchmark #2: Conduct interviews, research
Benchmark #3: Write narrative story
Benchmark #4: Learn about Spoken Word as expression-identify excerpt of narrative
Benchmark #5: Draft, revisions, rehearse, perform

	Learning Goal	**Assessment Opportunities**
ELA Standards Addressed	Narrative Writing ● CCSS.ELA-LITERACY.CCRA.W.3 Craft and Structure ● CCSS.ELA-LITERACY.CCRA.RI.5 ● CCSS.ELA-LITERARY.CCRA.R.6 ● CCSS.ELA-LITERACY.CCRA.RI.4 Key Ideas and Details ● CCSS.ELA-LITERACY.CCRA.RI.3	1. Literary analysis essay 2. Lit techniques/devices quiz 3. Writing process check: brainstorm, graphic organizer, outlines, drafting, feedback, revisions 4. Spoken word workshop ---> analysis 5. Spoken word writing and performance process: brainstorm, outlines, drafts, rehearsal, feedback
SCALE Skills Alignment with Project Benchmarks	Theme, Central Idea, Development, Structure Narrative, Organization, Introduction and Conclusion	Benchmarks 1 and 2 Benchmarks 3 and 5

	Style and Language, Multimedia in Written Production, Conventions, Precision	Benchmark 5 and final product

Unit 6: *Literary Canons*

Rationale: This unit will focus on classical western prose, poetry, and plays. Students will use textual analysis skills to help them analyze class works of writing and ultimately produce a modern rendition of a literary canon.

Skills:

- Textual Analysis: Theme/Central Idea, Point of View, Development, Structure, Word Choice
- Speaking and Listening: Discussion/Contribution
- Products and Presentations: Style and Language, Oral Presentation, Conventions

Possible Texts:

- *Cyrano de Bergerac* by Edmond Rostand
- *Romeo and Juliet* by Shakespeare
- *Sense and Sensibility* by Jane Austin
- *Iliad and Odyssey* by Homer
- *Julius Cesar* by Shakespeare
- *The Crucible* by Arthur Miller
- *Don Quixote* by Miguel de Cervantes
- *The Underground Railroad* by Colson Whitehead
- *Home* by Toni Morrison
- *The Count of Monte Cristo* by Alexandre Dumas
- *Cane* by Jean Toomer
- *The Blacker the Berry* by Wallace Thurman
- *Go Tell It on the Mountain* by James Baldwin
- *A Raisin in the Sun* by Lorraine Hansberry

ELA Standards Addressed	Possible Contexts
Integration of Knowledge and Ideas ● CCSS.ELA-LITERACY.RL.9-10.7 ● CCSS.ELA-LITERACY.RL.9-10.9 Key Ideas and Details ● CCSS.ELA-LITERACY.RL.9-10.1-	● Shakespeare Festival ● Play, drama performance ● Graphic novels ● Modern videos/movies of classic stories/texts

10.3 Comprehension and Collaboration ● CCSS.ELA-LITERACY.SL.9-10.2 Production and Distribution of Writing ● CCSS.ELA-LITERACY.W.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.6 Range of Writing ● CCSS.ELA-LITERACY.W.9-10.10 Presentation of Knowledge and Ideas ● CCSS.ELA-LITERACY.SL.9-10.5 ● CCSS.ELA-LITERACY.SL.9-10.6	

Sample: Unit

Context: Bringing classical texts to life today
Driving Question: How can we take a classic, but dated, text and bring it to life for a modern audience?
Project Product: Music Video

Benchmark #1: Reading of assigned classic text, textual analysis (character, setting)
Benchmark #2: Reading of assigned classic text, textual analysis (theme, style)
Benchmark #3: Analyzing classical work in various formats (ie., Cyrano de Bergerac and Roxanne the movie), compare/contrast to modern times
Benchmark #4: Writing process-brainstorm, graphic organizer, outline, draft, storyboard, script (if applicable)
Benchmark #5: Feedback, critique, recording/rehearsing

	Learning Goal	**Assessment Opportunities**
ELA Standards Addressed	Integration of Knowledge and Ideas ● CCSS.ELA-LITERACY.RL.9-10.7 ● CCSS.ELA-LITERACY.RL.9-10.9 Key Ideas and Details ● CCSS.ELA-LITERACY.RL.9-	1. Written textual analysis essay 2. Character analysis, in-depth character profile/sketch 3. Medium analysis using Artful Thinking Routines, class discussions and in-depth reflections 4. Graphic organizer, drafts 5. Final product, performance

	10.1-10.3 Comprehension and Collaboration ● CCSS.ELA-LITERACY.SL.9-10.2 Production and Distribution of Writing ● CCSS.ELA-LITERACY.W.9-10.4 ● CCSS.ELA-LITERACY.W.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.6 Range of Writing ● CCSS.ELA-LITERACY.W.9-10.10 Presentation of Knowledge and Ideas ● CCSS.ELA-LITERACY.SL.9-10.5 ● CCSS.ELA-LITERACY.SL.9-10.6	
SCALE Skills Alignment with Project Benchmarks	Theme/Central Idea, Point of View, Development, Structure, Word Choice Discussion/Contribution Style and Language, Oral Presentation, Conventions	Benchmarks 1, 2, 3 Benchmarks 3, 5 Benchmarks 4, 5

Unit 7: *Active Research Report*
Rationale: This unit will focus on intensive researching skills that will transfer to all content areas.
Skills:

- Using Sources/Researching: Selecting Relevant Sources, Synthesizing Multiple Sources
- Writing/Composition: Informational/Explanatory Thesis, Selection of Evidence, Explanation of Evidence, Integration of Evidence, Organization
- Inquiry: Asking Questions
- Products and presentation: Multimedia in Written Production, Conventions
- Speaking and Listening: Discussion/Contribution, Preparation

Possible Texts:

- Informational, non-fiction texts to model the research process

ELA Standards Addressed	Possible Contexts
Gather relevant information from multiple print and digital sources ● CCSS.ELA-LITERACY.CCRA.W.8 Write arguments to support claims ● CCSS.ELA-LITERACY.CCRA.W.1 and 2 Use technology, including the Internet, to produce and publish writing ● CCSS.ELA-LITERACY.CCRA.W.6 Write informative/explanatory texts ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.7 Conduct short, as well as more sustained, research projects ● CCSS.ELA-LITERACY.CCRA.W.7	● Community or global issue i/we-search paper/process ● Research brief (written and/or recorded) ● Infographic for public display ● Proposal defense with data analysis

Sample: Unit
Context: Real-world, action research
Driving Question: How can we distill a large amount of research into a concise and aesthetically appealing number of graphics and short text to help an audience become educated on our findings?
Project Product: Printed Infographic on display for an audience

Benchmark #1: Question Formulation Technique, finalizing research question
Benchmark #2: Reviewing and analyzing sources, collecting data
Benchmark #3: Graphic organizer, Headlines Thinking Routine, class discussions-synthesizing main ideas of research findings
Benchmark #4: Drafting, revising and finalizing infographics

	Learning Goal	Assessment Opportunities
ELA Standards Addressed	Gather relevant information from multiple print and digital sources ● CCSS.ELA-LITERACY.CCRA.W.8 Write arguments to support claims ● CCSS.ELA-LITERACY.CCRA.W.1 and 2 Use technology, including the Internet, to produce and publish writing ● CCSS.ELA-LITERACY.CCRA.W.6 Write informative/explanatory texts ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.7 Conduct short, as well as more sustained, research projects ● CCSS.ELA-LITERACY.CCRA.W.7	1. Annotated bibliography 2. Quote, Question, Comment reading logs with sources, field work, guest speaker or interview 3. Socratic seminar 4. Informative paragraphs/essay 5. Infographic
SCALE Skills Alignment with Project Benchmarks	Selecting Relevant Sources, Synthesizing Multiple Sources Asking Questions Multimedia in Written Production, Conventions	Benchmarks 1, 2 Benchmarks 1, 3 Benchmarks 4, 5 Benchmarks 3

	Discussion/Contribution, Preparation	

Phoenix Academy Charter Renewal

Appendix

A - Exploratory Work Experience Course of Study

Back to TOC

Marin County Office of Education

Course Description
Exploratory Work Experience Education (WEE)

I. Introduction

Through the Exploratory Work Experience Education course, students have opportunities to follow their passions and cultivate relationships that will help them meet their personal goals. Students will have opportunities to engage in real-world learning experiences and work with community members to become contributing members of society.

This course offers students a variety of career exploration activities to help students develop a detailed future vision. Students will connect with professional experts and community mentors from different career fields a variety of ways. This includes informational interviews, job shadows, and internships that connect student interests with classroom curriculum. Through these connections and experiences, students will cultivate a sense of purpose that ignites their curiosity and motivates them to learn.

II. Student Learning Outcomes

The primary outcomes of the course are listed below. These outcomes were adapted from the Next Generation Learning Challenges MyWays framework[1]:

Habits of Success – for learning, work, and well-being	
Developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggest are essential to success in learning, self-direction, and well-being.	
Self-Direction & Perseverance	Initiative, flexibility and adaptability, grit and tenacity, self-control
Positive Mindsets	"I belong in this learning community. My ability and competence grow with my effort. I can succeed at this task. This work has value for me."
Learning Strategies	Study skills and strategies, goal-setting, self-awareness and realistic self- appraisal
Social Skills & Responsibility	Interpersonal skills, empathy, cooperation, leadership, ethnics, and ability to build

Knowledge – for the life students will lead	
Developing knowledge of a broader, more future-ready range of subjects than we have today, including interdisciplinary and global literacies, and career-related technical skills for all.	
Career-Related Technical Skills	The integration of academic, technical, and employability skills in at least one existing career area or emerging space of personal interest

[1] "MyWays Framework." Next Generation Learning Challenges. Web. 7 Jan. 2020. <https://myways.nextgenlearning.org/>

Back to TOC

Creative Know How – for a novel, complex world	
Developing strength in the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) as well as skills relevant to the increasingly "disorderly" world – entrepreneurship, media/IT, and practical life.	
Critical Thinking & Problem Solving	Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings
Creativity	The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions
Communication & Collaboration	Oral, written, and visual communication skills and the ability to work effectively with diverse teams
Information, Media & Technology Skills	Ability to access, evaluate, manage, create and disseminate information and media using a wide variety of technology tools

Wayfinding Abilities – for destinations unknown	
Developing the five Wayfinding competencies through an integrated, iterative process with multiple entry points – and particular focus on navigating transitions, learning from failure, and building social capital.	
Survey the Learn, Work & Life Landscapes	Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life
Identify Opportunities & Set Goals	The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work and life
Design & Iterate Prototype Experiences	Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from higher schooler to independent, contributing adult
Find Needed Help & Resources	Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one's plans
Navigate Each Stage of the Journey	Ability to implement plans in the worlds of education, work, and life, making mid-course adjustments as required based on new experience Ability to navigate systems and address discrimination

III. Units of Instruction and Career Exploration Activities

Unit Name and Driving Question	Sample Topics and Activities Quarters 1 and 2	Sample Topics and Activities Quarters 3 and 4
1. Identity: Who am I?	• Introduction to facets of identity • Strengths, skills and aptitudes surveys	• Teaching Tolerance exploration of facets of identity • Update personal profile and resume to

Back to TOC

	• Role Play: Informational interviews • Personal profile and resume creation	reflect what was learned during career exploration activities • Discussion: Fitting In vs. Belonging
2. Future Vision: How do I envision my future?	• Lifestyle surveys and cost of living research • Budget for lifestyle • Personal values discussion and game • Career research • Pick a direction- Finding an ideal career	• Revision of personal values and ideal career based on career exploration experiences. • Social capital survey and analysis • Ongoing career research
3. Goal Setting: How do I realize my vision?	• Setting priorities • Finding balance • Developing a 10 year vision • Developing a yearly and monthly goals • Weekly SMART goals • Discussions: Avoiding and Overcoming Detours and roadblocks	• Immunity to Change: Uncovering why it is so difficult to change and how we can get out of our own way • Interviews of inspiring individuals to uncover the strategies individuals have used to problem solve, persevere and overcome roadblocks.
4. Making Changes: How do I problem solve and adapt my plan?	• Reflection activities to propel achievement • Growth Mindset vs. Fixed Mindset Discussion • Solving a personal problem through the Design Thinking Process	• Using the design thinking process to address a problem at school or with an employer • Building a positive mindset and self-efficacy discussion
5. Next steps: Where do I go from here?	• Building your social network • Build a Linked In Profile • Developing study skills to be a life-long learner	• Examining the roles that race plays in society • Tools to have courageous conversations

Back to TOC

	• Navigating systems and addressing discrimination	• The power of vulnerability

Ongoing Career Exploration Activities to Support Identity Development
In addition to the units of instruction listed above, students will participate in a variety of career exploration activities that are designed to support students' identity development and uncover their motivations. Students will have the opportunity to interact with working professionals and community mentors in many different ways while participating in this course, such as:

- *Informational Interviews* - While exploring possible interests that may lead to a career path, students can select a mentor that they would like to interview. This includes meeting with an individual to have a conversation about their profession, including questions like what their job entails, what academic path they had to take to get to where they are now, and why they chose this career field.
- *Job Shadows* - Once a student has met with a community mentor and their interest has been sufficiently piqued, they can elect to spend a portion of the day working with this selected mentor. Through a job shadow, a student has the opportunity to work alongside a working professional for one or several hours to help them get a better understanding of that particular career.
- *Mentorship* - If a student has met with a community mentor one or more times, and has had the chance to explore what a particular career might look like for them, they will have the opportunity to participate in an internship. Once a mentor and a student agree to work together for either a short term (at least four weeks) or long term (a semester or longer), the student, mentor and advisor set a schedule and establish learning goals together.
- *College Tours* – Students will explore a wide range of local universities to explore the environments, majors, and people that may help them realize their goals.

IV. Assessments

We use a wide variety of assessment strategies to help students develop the knowledge, skills, and mindsets listed in Section II above including:

Formative Assessments: We use frequent measurements and provide written, verbal, and peer feedback to support students in developing the knowledge, skills, and mindsets they need to meet their personal goals.

Performance Assessments: We provide a wide variety of opportunities for student to demonstrate their learning in authentic contexts including exhibition nights, conferences with mentors, on-the job presentations or tasks, and other performance tasks that provide students the opportunity to deepen their learning.

Multiple Measures: Many of the skills listed above are difficult to assess and are life-long opportunities for growth. Our goal is to help students make progress and develop their

Back to TOC

knowledge, skills and mindsets over time. Therefore, we use pre- and post-surveys and assessments, reflection activities, reviews from employers, and portfolios to determine students' growth.

Badges: Teachers may use a badging system where students demonstrate how they have made progress toward a particular goal. For example, a student could earn a "badge" related to exploring college options not just by visiting colleges but instead by reflecting on how each school compared with respect to criteria important to each student.

V. Technology and Materials

Imblaze Platform

We use the ImBlaze digital platform to facilitate the logistics of off-campus learning. The platform allows students to access and review a database of mentors from local businesses and organizations. Students explore future possibilities that might many might not have considered before. Furthermore, this program gives students the chance to create a network of professional, working community members that may be able to help support them as they move through high school and beyond. The main purpose of the ImBlaze program is to empower students to take ownership of their future and to help them choose a path that can connect their classroom education with practical working experience.

ImBlaze also supports the logistics of mentorships, including scheduling and attendance accounting. Students can "check in & out" through the ImBlaze platform, which utilizes GPS technology, so that advisors on campus can confirm their attendance.

Technology

Each student will be provided a laptop to be used while on campus. Depending on the internship placement, students will use technology appropriate for the work setting, as provided by the employer.

Materials

There is no adopted textbook for this course. Teachers will use authentic workplace documents and experiences along with a wide variety of online and print resources to address the learning goals listed in Section II above.

V. General Information

- Exploratory Work Experience is a variable credit course with a maximum of 10 semester elective credits for each semester. Students may earn a maximum of 20 semester elective credits for this course. We use a competency-based system for awarding credit based on students' growth on the learning goals from Section II. Teachers award credit based on assessments that integrate feedback from the teacher, student, and employer.

- On-campus instruction will be provided at least one instructional period per week. We will keep detailed attendance records for both on and off-campus attendance (See the Work Experience Time Sheet attached).

Back to TOC

- Prior to participating in an internship, students must complete the student training agreement (See Student Training Agreement Attached). This agreement outlines the responsibilities of the school, student, parent and employer.

- To ensure the quality of mentorships that students are participating in, our WEE Coordinator will identify, select, and approve work sites. The WEE Coordinator will also make regular visits (at least two per semester) with the mentors and students at each work site. During summer school the WEE coordinator will make at least one visit during the summer session to the work site.

VI. Prerequisites

Students must be enrolled in middle or high school.

Back to TOC

Phoenix Academy Charter Renewal Appendix

A – General Work Experience Course of Study

Back to TOC

Marin County Office of Education

Course Description
General Work Experience Education (WEE)

I. Introduction

Through the General Work Experience Education course, students have opportunities to follow their passions and cultivate relationships that will help them meet their personal goals during a paid job or internship. Students will have opportunities to engage in real-world learning experiences and work with community members to become contributing members of society.

This course offers students a variety of career exploration activities to help students develop a detailed future vision. Students will connect with professional experts and community mentors from different career fields a variety of ways. This includes informational interviews, job shadows, and paid jobs and internships that connect student interests with classroom curriculum. Through these connections and experiences, students will cultivate a sense of purpose that ignites their curiosity and motivates them to learn.

II. Student Learning Outcomes

The primary outcomes of the course are listed below. These outcomes were adapted from the Next Generation Learning Challenges MyWays framework[1]:

Habits of Success – for learning, work, and well-being	
Developing the interpersonal and intrapersonal skills, habits, and behaviors that research suggest are essential to success in learning, self-direction, and well-being.	
Self-Direction & Perseverance	Initiative, flexibility and adaptability, grit and tenacity, self-control
Positive Mindsets	"I belong in this learning community. My ability and competence grow with my effort. I can succeed at this task. This work has value for me."
Learning Strategies	Study skills and strategies, goal-setting, self-awareness and realistic self- appraisal
Social Skills & Responsibility	Interpersonal skills, empathy, cooperation, leadership, ethnics, and ability to build

Knowledge – for the life students will lead	
Developing knowledge of a broader, more future-ready range of subjects than we have today, including interdisciplinary and global literacies, and career-related technical skills for all.	
Career-Related Technical Skills	The integration of academic, technical, and employability skills in at least one existing career area or emerging space of personal interest

[1] "MyWays Framework." Next Generation Learning Challenges. Web. 7 Jan. 2020. <https://myways.nextgenlearning.org/>

Back to TOC

Relevant Content Knowledge and Skills	Basic reading, writing, and computation skills and knowledge that are relevant to the work experience and classroom instruction

Creative Know How – for a novel, complex world	
Developing strength in the 4Cs (Critical Thinking, Communication, Collaboration, Creativity) as well as skills relevant to the increasingly "disorderly" world – entrepreneurship, media/IT, and practical life.	
Critical Thinking & Problem Solving	Ability to analyze and reason effectively, and use systems thinking and design thinking toward solving problems in varied settings
Creativity	The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions
Communication & Collaboration	Oral, written, and visual communication skills and the ability to work effectively with diverse teams
Information, Media & Technology Skills	Ability to access, evaluate, manage, create and disseminate information and media using a wide variety of technology tools

Wayfinding Abilities – for destinations unknown	
Developing the five Wayfinding competencies through an integrated, iterative process with multiple entry points – and particular focus on navigating transitions, learning from failure, and building social capital.	
Survey the Learn, Work & Life Landscapes	Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life
Identify Opportunities & Set Goals	The self-awareness, focus, and strategic thinking to cultivate individual strengths and set goals for learning, work and life
Design & Iterate Prototype Experiences	Ability to translate goals into prototype experiences for each new stage or transition, especially the transition from higher schooler to independent, contributing adult
Find Needed Help & Resources	Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one's plans
Navigate Each Stage of the Journey	Ability to implement plans in the worlds of education, work, and life, making mid-course adjustments as required based on new experience Ability to navigate systems and address discrimination

Back to TOC

III. Units of Instruction and Career Exploration Activities

Unit Name and Driving Question	Sample Topics and Activities Quarters 1 and 2	Sample Topics and Activities Quarters 3 and 4
1. Identity: Who am I?	• Introduction to facets of identity • Strengths, skills and aptitudes surveys • Role Play: Informational interviews • Personal profile and resume creation	• Teaching Tolerance exploration of facets of identity • Update personal profile and resume to reflect what was learned during career exploration activities • Discussion: Fitting In vs. Belonging
2. Future Vision: How do I envision my future?	• Lifestyle surveys and cost of living research • Budget for lifestyle • Personal values discussion and game • Career research • Pick a direction- Finding an ideal career	• Revision of personal values and ideal career based on career exploration experiences. • Social capital survey and analysis • Ongoing career research
3. Goal Setting: How do I realize my vision?	• Setting priorities • Finding balance • Developing a 10 year vision • Developing a yearly and monthly goals • Weekly SMART goals • Discussions: Avoiding and Overcoming Detours and roadblocks	• Immunity to Change: Uncovering why it is so difficult to change and how we can get out of our own way • Interviews of inspiring individuals to uncover the strategies individuals have used to problem solve, persevere and overcome roadblocks.
4. Making Changes: How do I problem solve and adapt my plan?	• Reflection activities to propel achievement • Growth Mindset vs. Fixed Mindset Discussion • Solving a personal problem through the	• Using the design thinking process to address a problem at school or with an employer

Back to TOC

	Design Thinking Process	• Building a positive mindset and self-efficacy discussion
5. Next steps: Where do I go from here?	• Building your social network • Build a Linked In Profile • Developing study skills to be a life-long learner • Navigating systems and addressing discrimination	• Examining the roles that race plays in society • Tools to have courageous conversations • The power of vulnerability

Ongoing Career Exploration Activities to Support Identity Development

In addition to the units of instruction listed above, students will participate in a variety of career exploration activities that are designed to support students' identity development and uncover their motivations. Students will have the opportunity to interact with working professionals and community mentors in many different ways while participating in this course, such as:

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- *Job Shadows* - Once a student has met with a community mentor and their interest has been sufficiently piqued, they can elect to spend a portion of the day working with this selected mentor. Through a job shadow, a student has the opportunity to work alongside a working professional for one or several hours to help them get a better understanding of that particular career.
- *Paid Jobs or Internships*- If a student has met with a community mentor one or more times, and has had the chance to explore what a particular career might look like for them, they will have the opportunity to participate in a paid job or internship. Once a mentor and a student agree to work together for either a short term (at least four weeks) or long term (a semester or longer), the student, mentor and advisor set a schedule and establish learning goals together.
- *College Tours* – Students will explore a wide range of local universities to explore the environments, majors, and people that may help them realize their goals.

IV. Assessments

We use a wide variety of assessment strategies to help students develop the knowledge, skills, and mindsets listed in Section II above including:

Formative Assessments: We use frequent measurements and provide written, verbal, and

Back to TOC

peer feedback to support students in developing the knowledge, skills, and mindsets they need to meet their personal goals.

Performance Assessments: We provide a wide variety of opportunities for student to demonstrate their learning in authentic contexts including exhibition nights, conferences with mentors, on-the job presentations or tasks, and other performance tasks that provide students the opportunity to deepen their learning.

Multiple Measures: Many of the skills listed above are difficult to assess and are life-long opportunities for growth. Our goal is to help students make progress and develop their knowledge, skills and mindsets over time. Therefore, we use pre- and post-surveys and assessments, reflection activities, reviews from employers, and portfolios to determine students' growth.

Badges: Teachers may use a badging system where students demonstrate how they have made progress toward a particular goal. For example, a student could earn a "badge" related to exploring college options not just by visiting colleges but instead by reflecting on how each school compared with respect to criteria important to each student.

V. Technology and Materials

Imblaze Platform

We use the ImBlaze digital platform to facilitate the logistics of off-campus learning. The platform allows students to access and review a database of mentors from local businesses and organizations. Students explore future possibilities that might many might not have considered before. Furthermore, this program gives students the chance to create a network of professional, working community members that may be able to help support them as they move through high school and beyond. The main purpose of the ImBlaze program is to empower students to take ownership of their future and to help them choose a path that can connect their classroom education with practical working experience.

ImBlaze also supports the logistics of paid internships, including scheduling and attendance accounting. Students can "check in & out" through the ImBlaze platform, which utilizes GPS technology, so that advisors on campus can confirm their attendance.

Technology

Each student will be provided a laptop to be used while on campus. Depending on the internship placement, students will use technology appropriate for the work setting, as provided by the employer.

Materials

There is no adopted textbook for this course. Teachers will use authentic workplace documents and experiences along with a wide variety of online and print resources to address the learning goals listed in Section II above.

Back to TOC

V. General Information

- General Work Experience is a variable credit course with a maximum of 10 semester elective credits for each semester. Students may earn a maximum of 40 semester elective credits for this course. We use a competency-based system for awarding credit based on students' growth on the learning goals from Section II. Teachers award credit based on assessments that integrate feedback from the teacher, student, and employer.

- On-campus instruction will be provided at least one instructional period per week. We will keep detailed attendance records for both on and off-campus attendance (See the Work Experience Time Sheet attached).

- Prior to participating in an internship, students must complete the student training agreement (See Student Training Agreement Attached). This agreement outlines the responsibilities of the school, student, parent and employer.

- To ensure the quality of mentorships that students are participating in, our WEE Coordinator will identify, select, and approve work sites. The WEE Coordinator will also make regular visits (at least two per semester) with the mentors and students at each work site. During summer school the WEE coordinator will make at least one visit during the summer session to the work site.

- The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employer/employee relationship.

VI. Prerequisites

Students must be 16 years of age or, if under the age of 16 years, the student:
a) is enrolled in grade 11 or higher
b) the principal certifies that the student is in need of immediate work experience education
c) the principal certifies that there is a probability that the student will no longer be enrolled as a full-time student without being provided the opportunity to enroll in a work experience education program, or
d) the student's individualized education program prescribes the type of training for which participation in a work experience education program is deemed appropriate.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A – Integrated Science 1 Course of Study

Back to TOC

Integrated Science 1 Course of Study

Integrated science I is a course designed to allow students to investigate and solve problems drawing on real-world phenomena from physical, life and earth sciences. The course is also designed to address questions about how students and humans both relate to and impact their world. These questions can be viewed through technological advancement such as renewable energy, cellular advancements or designing new sports equipment. These questions can also be seen in the ways the earth's systems interact with themselves though systems and structures such as plate tectonics, ecosystems and trends on the periodic table.

Pedagogical Practices

The ninth grade Integrated Science 1 course is designed in such a way that teachers have maximum opportunity to cover the depth and breadth of NGSS through units of study that can evolve into a project-based learning (PBL) experience. While there are a variety of effective teaching and learning frameworks currently being used in schools, we believe that PBL is the most all-encompassing framework for our design principles. When best practices of PBL are upheld, students are provided with rigorous learning experiences that also have real-world applications. These elements, combined with proving to be a successful vehicle for personalized learning and social and emotional learning (SEL), are why we believe PBL is the best framework for our students, and therefore course of study. We also believe that a PBL model is the best way to support the Integrated Science 1or Conceptual Progressions Model. Projects based on real world problems and scientific questions tend to require students to bring in content areas beyond specific disciplines.

Within PBL units of study, we also use competency-based learning to differentiate learning for each student. With competency-based learning, we make expectations for learning explicit, transparent, measurable, and transferable. Students progress through the course based on evidence of mastering particular knowledge and skills. For example, we use the Stanford Center for Assessment, Learning and Equity's (SCALE) skill rubrics to communicate our expectations for learning Common Core aligned English language arts standards (See the appendix for SCALE Skill Rubrics). The rubrics help us clearly communicate learning goals and areas of growth for each individual student. We use a wide variety of formative assessments to determine where students are in their learning process so that we may provide timely, differentiated support based on students' individual needs. Because learning targets are clear, students are empowered to make important daily decisions about how they will make meaning of and apply knowledge, and how they will demonstrate their learning.

As mentioned in NGSS Appendix K: The Conceptual Progressions Model (grades 6–8 and 9–12), the grade banded Performance Expectations (PEs) are organized so that student understanding of concepts is built progressively throughout the course sequence. This model maps PEs into courses based on which concepts are needed without keeping disciplines separate. The Integrated Science 1 model may be more developmentally appropriate for students rather than the discipline-specific model. Also, PBL and NGSS have a focus on real world phenomena which will illuminate authentic engineering problems and meaningful scientific questions that will necessitate students applying several scientific disciplines.

In addition to the Science and Engineering Practices that support students in thinking and acting like scientists, NGSS articulates a clear way for students to engage in project-based learning (PBL). PBL asks students to create products that reflect solutions or understandings for real scientific questions and engineering problems.

Proficiency Scales for the New Science Standards developed by Marzao and Yanokski (2016) will be used to assess student thinking. The four "levels of difficulty of mental processes" move from a Level 1,

focused on lower level “retrieval” thinking skills, such as recalling and recognizing, to a level 4, “Knowledge utilization,” including mental processes such as investigating and decision making.

This course will embed important Social Emotional Learning (SEL) skills throughout each unit or project. Teachers will integrate ample opportunities for students to reflect and receive feedback on their development of these skills. This course will specifically focus on the following SEL skills: self-efficacy, self-management, growth mindset, and social awareness, as identified by experts at Transforming Education. Teachers will explicitly scaffold these skills within content-based activities through resources such as time management strategies, project hubs or resource banks, opportunities for drafting and feedback, and reflective journal entries on peer interactions or individual effort and growth.

Learning Activities

Activities are aligned to NGSS and are designed to support a rich college preparatory science experience for students. Activities will provide an in-depth and rigorous understanding of the developmentally appropriate disciplinary core ideas. Students will be challenged to engage in discussion based on observations from phenomena, field work, and analysis of data. Activities and projects will be aimed at phenomena and issues that are relevant to students' lives and local contexts.

- Hand-on laboratory activities
- Field work including but not limited to citizen science experience
- Science notebooks
- Data collection and analysis using spreadsheets (e.g., google docs)
- Modeling
    - Using computers (e.g., sketch-up)
    - Physical modeling
- Socratic seminars to discuss relevant scientific texts
- Creation of scientific articles
- Design thinking
    - User interviews
    - Rapid prototyping
    - Designing solutions
- Student created news articles
- Infographics
- Video production
- Survey creation and data analysis
- Public Presentations

Skills and Product Menu

Skills Domain	Skills Dimension	Description	Possible Activities or Project Products	Relevant Standards
Using Sources	**Selecting Relevant Sources**	Selecting sources that support answering a particular research question with relevant, credible information	**Activities:** CRAAP Test,Web Credibility checklist **Products:** Magazine Article, Essay, Research Paper,	**C3 Framework for Social Studies (D2.His.4-9)**

			Infographic, PSA, C-E-R	
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	**Activities/Products:** Research Paper, Magazine Article, Infographic, C-E-R	
Inquiry	**Asking questions**	Developing focused, answerable inquiry and research questions	**Activities:** QFT Protocol, Phenomena video/image viewing, Interest-based investigation **Products:** Interview, Speaker Series, Family Tree, Whole Class Question Poster, Phenomena-based KWL charts, hypothesis	**NGSS Science Practice 1: Asking Questions and Defining Problems. CCSS.ELA-LITERACY.CCRA.W.7**
	Hypothesizing	Developing hypotheses and predictions	**Activities:** Lab investigation, I wonder, I notice, Interest-based investigation **Products:** Lab report, research paper, socratic seminar, fishbowl discussion	**NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations**
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	**Activities/Products:** Escape Room, Board Game, Video DIY, Speaker Series, Presentation of learning	**NGSS Science Practice 3: Planning and Carrying Out Investigations**
Analysis and Synthesis	**Identifying Patterns and Relationships**	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	**Activities:** Collecting data and/or existing data sets online, I wonder, I notice **Products:** Board Game, Community analysis, Presentation,	**NGSS Science Practice 4: Analyzing and Interpreting Data**
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	**Activities:** Venn Diagram, Compare & Contrast GO (T-chart, Compare/Contrast matrix) **Products:** C-E-R, Research paper, Presentation of Learning, Community Outreach, PSA	**NGSS Science Practice 7. Engaging in argument from evidence.**

	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	**Activities:** White board modeling, sketches (any form), graphing, **Products:** Graphical analysis, Statistical representations, Infographic, Presentation of Learning, Community Outreach/Information	**NGSS Science Practices 2: Developing and Using Models. CCSS Math Practice 4: Model with Mathematics.**
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	**Activities:** Statistical Analysis, Graph analysis **Products:** Debate, Non-fiction writing,C-E-R, socratic seminar	**NGSS Science Practice 4: Analyzing and Interpreting Data. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.**
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	**Activities:** C-E-R GO, research, data analysis **Products:** C-E-R, presentation of learning,	**CCSS.ELA-LITERACY.CCRA.R.1**
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	**Activities:** C-E-R GO, individual research, peer review, my favorite "no" discussion **Products:** Debate, Socratic seminar, fishbowl discussion, online discussion board	**CCSS.ELA-LITERACY.CCRA.R.8 and CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others**

	Using mathematics and computational thinking	Using algebraic thinking and analysis, a range of computational tools for statistical analysis to represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.	**Activities:** Trials in Experiments/Graphing, Estimating rate of change, Population growth/decay, Modeling waves, finding patterns and structures, ecological relationship modeling, games of chance, polling data, demographic data analysis, cost/profit analysis **Products:** Surveys and Results, Data Blitz, Research report, 3 dimensional models, graphs,	**NGSS Science Practice 5. Using mathematics and computational thinking.**
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	**Activities:** C-E-R GO **Products:** Speech	**NGSS Science Practice 6. Construction Explanations and Designing Solutions. CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others.**
Writing/Composing	**Argumentative Claim**	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	**Activities/Products:** Essay, Research Paper, Debate, Business Plan, Opinion Article	**NGSS Science Practice 7. Engaging in argument from evidence. CCSS.ELA-LITERACY.CCRA.W.1**
	Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	**Activities/Products:** Essay, Research Paper, Debate, Virtual Tour	**CCSS.ELA-LITERACY.CCRA.W.2**
	Selection of Evidence	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	**Activities:** Annotated Bibliography **Products:** Essay, Research Paper, Debate, Newspaper Article, Pamphlet, Virtual Tour, Business Plan, Speech	**CCSS.ELA-LITERACY.CCRA.W.1 and NGSS Science Practice 7: engaging in argument from evidence. NGSS Science Practice 8: Obtaining, evaluating, and communicating information.**

	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	**Activities:** mini poster/ small group presentations, gallery walk presentation, show and tell, storytelling, storyboard, Ad hoc Pro/Con Debates **Products:** Teaching a Lesson, Business Plan, Speech, Data Blitz, Skits, Role Play, Health Fair, Exhibition, Exploratorium, Gallery Event	
	Multimedia in Written Production	Integrating technology to create high-quality written products	**Activities:** Tech scaffolds, Review of tech options, Google Suite, Social Media **Products:** Digital Story, Timeline Prezi, Podcast, Music Production, Movie, Blogs with multimedia, Data Blitz	**CCSS.ELA-LITERACY.CCRA.W.6**
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	**Activities/Products:** Google Slide Presentation (PowerPoint), Pecha Kucha, Virtual Tour, Trivia (Kahoot) Game, Pear Deck / Nearpod Presentation, Video DIY, Prezi	**CCSS.ELA-LITERACY.CCRA.SL.5**

Assessments

Within each unit or project teachers will incorporate a variety of ongoing assessment techniques to ensure that students are continuing to develop in their content mastery and skills. Included in these assessments will be diagnostic feedback, with the opportunity for students to apply feedback and revise their work to ensure that there is a culture of learning that breeds “assessment *for* learning, rather than assessment *of* learning” (Boaler, Confer).

Daily checks for understanding will serve as informal assessments of learning and will include, but are not limited to the following:

- Science Journals
- Exit Tickets
- Student Conferencing
- Four Corners Check for Understanding

Best practices of formative assessment will be embedded throughout the course of study through larger unit assignments or project benchmarks. Formative assessments will map onto specific content and skills

that have been scaffolded through lessons and activities. Student work will be collected and evaluated against a unit or project rubric pulled from skill rubrics developed by experts in the field of assessment at SCALE. Assessments will also utilize the Proficiency Scales (Marzaon and Yanoski) to support mastery of Performance Expectations in NGSS. Formative assessments for this course will include, but are not limited to the following:

- Quizzes
- Performance Tasks
- Science Journals
- Claim Evidence Reasoning (CER)
- Product Drafts and Student Driven Feedback
- Article Response: Question Quote Comment (QQC)
- Student Reflection

At the conclusion of each unit or project students will also be summatively assessed. The same assessment tools used for formative assessments will be used for summative assessments. Summative assessments for this course will include, but are not limited to the following:

- Tests
- Performance Tasks
- Final Project Rubrics
- Presentation of Learning
- Lab Report

Skills

The following skills provided by Stanford Center for Assessment, Learning and Equity (SCALE) map onto NGSS standards and practices as follows:

Inquiry	**Asking Questions**	Developing focused, answerable inquiry and research questions	**NGSS Science Practice 1: Asking Questions and Defining Problems**
	Hypothesizing	Developing hypotheses and predictions	**NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations**
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	**NGSS Science Practice 3: Planning and Carrying Out Investigations**

Analysis and Synthesis	**Identifying Patterns and Relationships**	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	**NGSS Science Practice 4: Analyzing and Interpreting Data**
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	
	Modeling	Representing and translating concepts (abstract situations/information, processes, and systems) with models, visual representations, or symbols. OR using appropriate tools to understand and analyze situations and to improve decisions.	**NGSS Science Practice 2: Developing and Using Models**
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	**NGSS Science Practice 4: Analyzing and Interpreting Data**
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	**NGSS Science Practice 3: Construct Viable Arguments and Critique the Reasoning of Others**
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	**NGSS Science Practice 6: Constructing Explanations and Designing Solutions**

Course Units

Unit 1: Renewable Energy

Rationale: This unit will investigate energy through an exploration of renewable energy by looking at a variety of renewable energy sources, including but not limited to solar, wind, and tidal. By researching and testing ways to capture these resources, students will build an understanding of how energy flows

through systems on both a macroscopic and microscopic level. This unit will also address the need to use renewable energy resources in-lieu of fossil fuels that are major contributors to the current climate crisis.

SCALE Skills:

- Comparing/Contrasting
- Making Connections & Inferences
- Critiquing the Reasoning of Others
- Justifying / Constructing an Explanation
- Designing Processes and Procedures

Science and Engineering Practices:

- Develop and use models to solve scientific problems.
- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data; use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.

Science Performance Expectation (PE) Addressed	Possible Phenomena
HS-PS3-1 Energy Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model. *Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.* **HS-PS3-2 Energy** Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).	1. Wind Turbine 2. Solar Powered Cars 3. Dam Turbine 4. Bike Powered Light Bulb 5. Tidal Power

HS-PS3-3 Energy Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. Clarification Statement: Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints could include use of renewable energy forms and efficiency. *Assessment Boundary: Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.* **HS-PS3-4 Energy** Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). **HS-ETS1-2 Engineering Design** Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. **HS-ESS3-2 Earth and Human Activity** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.	

Sample: Unit

Context: In order for the world to solve the current climate crisis, they will need to move from non-renewable resources of energy like fossil fuels. However, there are many ways that engineers have designed ways to convert energy in the environment to usable energy for our communities. This unit will look at several competing types of renewable energy sources, and by using evidence debate, their relative strengths and weaknesses. Students will be empowered as decision makers in the recommendations that they develop for the culminating experience of this unit.

Driving Question: What are the most effective ways to harness the renewable energy resources of our local community?

Project Product: Energy Summit and Debate

Benchmark #1: KLEWS chart with Anchor Phenomena (what you **K**now, what you are **L**earning, what **E**vidence you have, what are you **W**ondering, what is you the **S**cientific reasoning)
Benchmark #2: Science Journal Checkpoint for assigned renewable energy resource
Benchmark #3 Home energy/community energy audit
Benchmark #4: Rube Goldberg Design Challenge to demonstrate energy conversion
Benchmark #5: Energy resources position paper
Benchmark #6: Renewable energy resource model for energy summit
Benchmark #7:Renewable energy summit debate

	Assessment Opportunities
Science Performance Expectation Addressed **1. HS-PS3-1 Energy** **2. HS-PS3-2 Energy** **3. HS-PS3-3 Energy** **4. HS-PS3-4 Energy** **5. HS-ETS1-2 Engineering Design** **6. HS-ESS3-2 Earth and Human Activity**	Types of Benchmarks: ● KLEWS chart ● Science journal ● Energy audit ● Rube Goldberg Design Challenge preparation and detailed reflection ● Position paper ● Labeled energy model ● Debate performance assessment
SCALE Skills Alignment with Project Benchmarks **1. Comparing/Contrasting** **2. Making Connections & Inferences** **3. Critiquing the Reasoning of Others**	(SCALE Skill) 1. Benchmark #1 (1, 2) 2. Benchmark #2 (4) 3. Benchmark #3 (2)

4. Justifying / Constructing an Explanation **5. Designing Processes and Procedures**	4. Benchmark #4 (5) 5. Benchmark #5 (1, 3, 4) 6. Benchmark #6 (4) 7. Benchmark #7 (1, 2, 3, 4)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions. 2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	(SEP) 1. Benchmark #1 (1) 2. Benchmark #2 (5) 3. Benchmark #3 (2, 3) 4. Benchmark #4 (2, 3) 5. Benchmark #5 (4, 5) 6. Benchmark #6 (2) 7. Benchmark #7 (4, 5)

Unit 2: Waves

Rationale: In this unit students will build an understanding of waves, their specific characteristics and relationships, as well as how they carry and transmit digital information. The unit uses cell phones as a way to analyze and discuss waves due to their relevance to teenagers. Additionally, cellular technology is constantly in flux, which leads to new engineering challenges that students can address.

SCALE Skills:

- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships
- Comparing/Contrasting, Modeling, Interpreting Data/Info, Making Connections & Inferences
- Justifying/Constructing an Explanation, Argumentative Claim

Science and Engineering Practices:

- Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.
- Develop and use models to solve scientific problems.

- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data.
- Use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.
- Obtain, evaluate, and communicate information.

Science Performance Expectation (PE) Addressed	Possible Phenomena
HS-PS4-1 Waves and their Applications in Technologies for Information Transfer Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. **HS-PS4-2 Waves and their Applications in Technologies for Information Transfer** Evaluate questions about the advantages of using digital transmission and storage of information. **HS-PS4-3 Waves and their Applications in Technologies for Information Transfer** Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other. **HS-PS4-5 Waves and their Applications in Technologies for Information Transfer** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. **HS-ETS1-3 Engineering Design** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	● Ball moving on an ocean wave or water wave cross section ● Solar cells ● MRI machines/Images ● Sound waves (guitar strings in slow motion)

Sample: Unit

Context: The 5 G Revolution

Understanding waves will make sure we can always stream our favorite shows. Cellular technology is changing daily as is the infrastructure needed to support this revolution. 2 G capabilities allowed customers to text each other while the current 5 G revolution allowed consumers to connect in ways that would have seemed impossible even ten years ago. Students will analyse errors in dropped calls and cellular dead zones to better understand how waves operate and effectively transfer information. This understanding will help create more effective infrastructure to support our local communities.

Driving Question: What can ocean waves tell us about how to make phones faster?

Project Product: Local area map with current cell towers and proposed new towers, Provide Pitch

Benchmark #1: Energy and Waves: How are they related entry event
Benchmark #2: Students test cell phone connectivity in their own communities
Benchmark #3: Google map with topographic overlay
Benchmark #4: Conduct expert interviews
Benchmark #5: Data connectivity community survey
Benchmark #6 Cell Phone Provider Pitch including slide deck and persuasive letter with support data

	Assessment Opportunities
Science Performance Expectation Addressed ● **HS-PS4-1 Waves and their Applications in Technologies for Information Transfer** ● **HS-PS4-2 Waves and their Applications in Technologies for Information Transfer** ● **HS-PS4-3 Waves and their Applications in Technologies for Information Transfer** ● **HS-PS4-5 Waves and their Applications in Technologies for Information Transfer** ● **HS-ETS1-3 Engineering Design**	Types of Benchmarks ● Digital or poster model of energy wave relationship ● Data table with observations ● Labeled map and explanation ● Interview analysis ● Interview “mining”, data analysis ● Presentation performance assessment

SCALE Skills Alignment with Project Benchmarks **1. Hypothesizing** **2. Designing Processes and Procedures** **3. Identifying Patterns and Relationships** **4. Comparing/Contrasting** **5. Modeling** **6. Interpreting Data/Info** **7. Making Connections & Inferences** **8. Justifying/Constructing an Explanation** **9. Argumentative Claim**	(SCALE Skill) 1. Benchmark #1 (1) 2. Benchmark #2 (6) 3. Benchmark #3 (4 ,5 ,6) 4. Benchmark #4 (7) 5. Benchmark #5 (4, 6, 8) 6. Benchmark #6 (4, 8, 9)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions. 2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	(SEP) 1. Benchmark #1 (1) 2. Benchmark #2 (2, 5) 3. Benchmark #3 (2) 4. Benchmark #4 (5) 5. Benchmark #5 (3, 4, 5) 6. Benchmark #6 (3, 4, 5)

Rationale: In this unit students will develop an understanding of the systems and processes that lead to large scale changes on Earth's surface. Students will classify different formations and look for patterns and events to help build and understand both how energy flows from Earth's interior, as well as how plate tectonics helped to shape land structures both above and below the ocean's surface.

SCALE Skills:

- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Comparing/ Contrasting, Modeling, Interpreting Data/Info, Making Connections & Inferences

Science and Engineering Principles:

- Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.
- Develop and use models to solve scientific problems.
- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data.
- Use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.
- Obtain, evaluate, and communicate information.

Science Performance Expectation (PE) Addressed	Possible Phenomena
HS-ESS1-5 Earth's Place in the Universe Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks. **HS-ESS2-1 Earth's Systems** Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. **HS-ESS2-3 Earth's Systems** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection. **HS-ETS1-1 Engineering Design** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.	● New Zealand Eruption/Mount Saint Helen ● Mariana Trench Sub footage ● Mountain Range footage ● Nasa Aerial map footage (of sea floor) ● Thermal vents ● Old Faithful eruption ● Earthquake footage

Sample: Unit

Context: Many in New Zealand were caught off guard by the volcanic eruption in December 2019 on White Island. However, this was the final chapter in a story that started long ago. In this unit, students will delve into this history of planet Earth to better investigate how and why the Earth's surface has formed the way it has. Better understanding these processes will provide students with the knowledge needed to build models to help predict and warn us of future seismic events.

Driving Question: How can understanding plate tectonics help us better anticipate natural disasters like earthquakes and volcanoes?

Project Product: Early Warning Natural Disaster System Model

Benchmark #1: Phenomena KWL Chart entry event
Benchmark #2: Plate Tectonics lab
Benchmark #3: Analyzing large data sets: Looking for patterns in local seismic data USGS
Benchmark #4: Field work: Understanding the Rock Strata
Benchmark #5: Seismic Event Early Warning Model

	Assessment Opportunities
Science Performance Expectation Addressed ● **HS-ESS1-5 Earth's Place in the Universe** ● **HS-ESS2-1 Earth's Systems** ● **HS-ESS2-3 Earth's Systems** ● **HS-ETS1-1 Engineering Design**	Types of Benchmarks ● Detailed KWL chart and initial research ● Lab report ● Data analysis ● Field work notes and debrief ● Labeled model and write-up
SCALE Skills Alignment with Project Benchmarks **1. Asking questions** **2. Hypothesizing** **3. Designing Processes and Procedures** **4. Identifying Patterns and Relationships** **5. Comparing/ Contrasting** **6. Modeling** **7. Interpreting Data/Info** **8. Making Connections & Inferences**	(SCALE Skill) 1. Benchmark #1 (1, 2) 2. Benchmark #2 (4, 6, 7) 3. Benchmark #3 (4, 7) 4. Benchmark #4 (5, 8) 5. Benchmark #5 (3, 6, 8)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.	(SEP) 1. Benchmark #1 (1, 2) 2. Benchmark #2 (2, 3, 4) 3. Benchmark #3 (3, 4) 4. Benchmark #4 (3, 4, 5)

2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	5. Benchmark #5 (2, 3, 5)

Unit 4: Forces and Motion

Rationale: Scientists have always been fascinated by motion. Well over 2000 years ago, Aristotle posited that all motion began with what he called the Prime Mover. We had to wait until Sir Issac Newton in the 1600s to develop formulas that would allow us to predict motion. Finally, it was Albert Einstein that questioned whether these laws worked on both the very large planetary scale and very small level. This unit will investigate motion, both big and small.

SCALE Skills:

- Inquiry: Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Comparing/Contrasting, Modeling, Interpreting Data/Info, Making Connections & Inferences, Critiquing the Reasoning of Others, Justifying/Constructing an Explanation

Science and Engineering Practices:

- Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.
- Develop and use models to solve scientific problems.
- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data.
- Use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.
- Obtain, evaluate, and communicate information.

Science Performance Expectation (PE) Addressed **HS-ESS1-4 Earth's Place in the Universe**	Possible Phenomena ● Orbiting Satellites ● Crash test dummies in car crash ● Spider web

Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. **HS-PS2-2 Motion and Stability: Forces and Interactions** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. **HS-PS2-3 Motion and Stability: Forces and Interactions** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision. Clarification Statement: Examples of evaluation and refinement could include determining the success of the device at protecting an object from damage and modifying the design to improve it. Examples of a device could include a football helmet or a parachute. *Assessment Boundary: Assessment is limited to qualitative evaluations and/or algebraic manipulations.* **HS-PS2-4 Motion and Stability: Forces and Interactions** Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects. **HS-PS2-5 Motion and Stability: Forces and Interactions** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current. **HS-PS2-6 Motion and Stability: Forces and Interactions** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	• Magnets

Clarification Statement: Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors. *Assessment Boundary: Assessment is limited to provided molecular structures of specific designed materials.*	

Sample: Unit
Context: Protecting the Modern Athlete

Modern athletes are faster and play harder than ever before. This means the science of protecting athletes must be improved to keep pace. Students will use a Design Thinking framework to build better sports equipment to help protect school athletes.

Driving Question: How are scientists helping to protect modern athletes?

Project Product: Safety report with sports equipment prototype of model

Benchmark #1: KWL Phenomena Launch Event
Benchmark #2: Understand/empathize with school athlete
Benchmark #3: Define health problem to solve
Benchmark #4: Understand the science behind forces/motion and protection, Force diagram with protection report
Benchmark #5: Ideate ideas with local experts
Benchmark #6 Materials testing
Benchmark #7 Prototype solutions
Benchmark #8 Test, observe, collect data, and reflect
Benchmark #9 Final product with safety report

	Assessment Opportunities
Science Performance Expectation Addressed ● **HS-ESS1-4 Earth's Place in the Universe** ● **HS-PS2-2 Motion and Stability: Forces and Interactions** ● **HS-PS2-3 Motion and Stability: Forces and Interactions** ● **HS-PS2-4 Motion and Stability: Forces and Interactions** ● **HS-PS2-5 Motion and Stability: Forces and Interactions**.	Types of Benchmarks ● Detailed KWL chart and reflection ● Interview notes, Empathy map ● Problem statement and supporting write-up ● Labeled diagram ● Expert interview/brainstorm debrief ● Testing reflection ● Drafts and models ● Data analysis and reflection

● **HS-PS2-6 Motion and Stability: Forces and Interactions**	● Prototype and report
SCALE Skills Alignment with Project Benchmarks **1. Hypothesizing** **2. Designing Processes and Procedures** **3. Comparing/Contrasting** **4. Modeling** **5. Interpreting Data/Info** **6. Making Connections & Inferences** **7. Critiquing the Reasoning of Others** **8. Justifying/Constructing an Explanation**	(SCALE Skill) 1. Benchmark #1 (1, 2) 2. Benchmark #2 (1) 3. Benchmark #3 (1, 2, 3) 4. Benchmark #4 (3, 4, 5) 5. Benchmark #5 (1, 3) 6. Benchmark #6 (3, 5) 7. Benchmark #7 (4, 6) 8. Benchmark #8 (2, 6, 7) 9. Benchmark #9 (2, 6, 7, 8)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions. 2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	(SEP) 1. Benchmark #1 (1) 2. Benchmark #2 (1, 3) 3. Benchmark #3 (1) 4. Benchmark #4 (2, 3) 5. Benchmark #5 (3) 6. Benchmark #6 (2, 3, 4) 7. Benchmark #7 (2) 8. Benchmark #8 (2, 3, 4) 9. Benchmark #9 (2, 3, 4, 5)

Unit 5: Water, Ecosystems and Carrying Capacities

Rationale: Humans in many ways are making dramatic impacts on local environments. Deforestation, climate change, and overhunting are a few of the man made events that can upset delicate ecosystems. Like tugging on a string on a rug that unravels, this can lead to dire consequences for the environment and species that are supported in that ecosystem. Understanding this interplay of energy and species helps scientists to better understand and prevent the impact of detrimental human activity.

SCALE Skills:

- Using Sources: Synthesizing Multiple Sources
- Inquiry: Asking questions
- Analysis and Synthesis: Identifying Patterns and Relationships, Comparing/Contrasting, Interpreting Data/Info, Making Connections & Inferences, Justifying/Constructing an Explanation
- Writing Composition: Argumentative Claim

Science Engineering Practices:

- Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.
- Develop and use models to solve scientific problems.
- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data.
- Use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.
- Obtain, evaluate, and communicate information.

Science Performance Expectations	**Possible Phenomena**
HS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales. **HS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. **HS-ESS2-4 Earth's Systems** Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. **HS-ESS3-1 Earth and Human Activity** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	● Invasive species (local) ● Australia Brush Fires (Kolas) ● Bees ● Polar Bears

HS-ESS2-5 Earth's Systems Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. **HS-ETS1-4 Engineering Design** Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interaction within and between systems relevant to the problem	

Sample: Unit 5

Context: Scientists have predicted that Earth is going through a period of mass extinction that the Earth may have only seen six times in its history. What is unique about this event is that it may be in fact caused by one species: Humans. Central among the concerns for healthy ecosystems is access to healthy and clean water.

Driving Question: What can humans do now to reverse the trends of mass extinction observed on Earth and in their local communities?

Project Product: PSA (print or video)

Benchmark #1: Field work notes from field work launch and local watershed
Benchmark #2: Ecosystem research notes
Benchmark #3: Local ecosystem problem identification
Benchmark #4 Expert interview
Benchmark #5: Storyboard
Benchmark #6 Final PSA

	Assessment Opportunities
Science Performance Expectation Addressed ● **HS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics** ● **HS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics** ● **HS-ESS2-4 Earth's Systems** ● **HS-ESS3-1 Earth and Human Activity** ● **HS-ESS2-5 Earth's Systems** ● **HS-ETS1-4 Engineering Design**	Types of Benchmarks ● Field work notes and debrief reflection ● Research notes and reflection ● Problem statement ● Interview notes and reflection ● Storyboard and/or script
SCALE Skills Alignment with Project Benchmarks **1. Synthesizing Multiple Sources**	(SCALE Skill)

2. Asking questions **3. Identifying Patterns and Relationships** **4. Comparing/Contrasting** **5. Interpreting Data/Info** **6. Making Connections & Inferences** **7. Justifying/Constructing an Explanation** **8. Argumentative Claim**	1. Benchmark #1 (2) 2. Benchmark #2 (1, 2, 3) 3. Benchmark #3 (1, 3) 4. Benchmark #4 (2, 4, 6) 5. Benchmark #5 (4, 5, 7, 8) 6. Benchmark #6 (4, 5, 7, 8)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions. 2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	(SEP) 1. Benchmark #1 (1, 3) 2. Benchmark #2 (5) 3. Benchmark #3 (5) 4. Benchmark #4 (1, 5) 5. Benchmark #5 (4) 6. Benchmark #6 (3, 5)

Unit 6: Trends in Periodic Table and You

Rationale: In this unit students will begin to build their understanding of chemistry by designing and testing their own investigations. These investigations will include analyzing and classifying trends on the periodic table, and considering how this might inform the ways in which elements interact with each other. Students will begin by first looking at the unique characteristics of water to start to generalize trends that might apply to other interactions.

SCALE Skills:

- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Interpreting Data/Info, Making Connections & Inferences

Science and Engineering Practices:

- Ask questions (for science) and define problems (for engineering), and then construct explanations and design solutions.

- Develop and use models to solve scientific problems.
- Plan and carry out investigations that involve substantial experimental and/or observational activities.
- Observe, analyze, and interpret data.
- Use mathematics and computational thinking.
- Formulate arguments and conclusions, and support them with reason and evidence.
- Obtain, evaluate, and communicate information.

Science Performance Expectation (PE) Addressed	Possible Phenomena
ESS2.C: The Roles of Water in Earth's Surface Processes The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. **HS-PS1-1 Matter and its Interactions** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms. **HS-PS1-2 Matter and its Interactions** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties. **HS-PS1-3 Matter and its Interactions** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles. **HS-PS1-4 Matter and its Interactions** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. **HS-PS1-5 Matter and its Interactions** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which reaction occurs. **HS-PS1-6 Matter and its Interactions** Refine the design of a chemical system by specifying a change in conditions that would	Possible Phenomena ● Water bugs walking on water ● Fireworks in slow motion ● Reusable heat packs ● Brinicles of Death

produce increased amounts of products at equilibrium. Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products. *Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.* **HS-PS1-7 Matter and its Interactions** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	

Sample: Unit

Context: One of NASA's new missions is called Volatiles Investigating Polar Exploration Rover (VIPER), which has many tasks but its' primary mission is to search for water or evidence of past water on the moon. Why designate a NASA mission and spend so much money to test if there was water once on the moon? That is because water is an essential building block of life. Scientists argue that water's unique properties are one of the essential interests for life to begin. In this unit we will dig into some of these unique properties.

Driving Question: How do the chemical properties of water make it essential for life? What can we generalize from an understanding of water to investigate other properties of matter and their interactions?

Project Product: Water Investigation Lab Report and public presentation of infographic

Benchmark #1: Phenomenon water entry event
Benchmark #2 Trends in Periodic Table, student presentation of infographic
Benchmark #3: Lab 1: Water
Benchmark #4: Lab 2: Titration
Benchmark #5: Student proposal for unique Lab 3
Benchmark #6: Final lab report

	Assessment Opportunities
Science Performance Expectation Addressed ● **ESS2.C: The Roles of Water in Earth's Surface Processes** ● **HS-PS1-1 Matter and its Interactions** ● **HS-PS1-2 Matter and its Interactions** ● **HS-PS1-3 Matter and its Interactions** ● **HS-PS1-4 Matter and its Interactions** ● **HS-PS1-5 Matter and its Interactions** ● **HS-PS1-6 Matter and its Interactions** ● **HS-PS1-7 Matter and its Interactions**	Types of Benchmarks ● Asking Questions, Post-it Flurry and categorization ● Infographic ● Lab reports ● Formal proposal
SCALE Skills Alignment with Project Benchmarks **1. Asking questions** **2. Hypothesizing** **3. Designing Processes and Procedures** **4. Identifying Patterns and Relationships** **5. Interpreting Data/Info** **6. Making Connections & Inferences**	(SCALE Skills) 1. Benchmark #1 (1, 2) 2. Benchmark #2 (4) 3. Benchmark #3 (2) 4. Benchmark #4 (5, 6) 5. Benchmark #5 (5, 6) 6. Benchmark #6 (3, 4, 5, 6)
Science and Engineering Practices 1. Ask questions (for science) and define problems (for engineering), and then construct explanations and	(SEP) 1. Benchmark #1 (1) 2. Benchmark #2 (5)

design solutions. 2. Develop and use models to solve scientific problems; plan and carry out investigations that involve substantial experimental and/or observational activities. 3. Observe, analyze, and interpret data; use mathematics and computational thinking. 4. Formulate arguments and conclusions, and support them with reason and evidence. 5. Obtain, evaluate, and communicate information: ○ Read a variety of domain-specific scientific and technical texts. ○ Write clearly and coherently using the language conventions of scientific discourse (e.g., laboratory reports). ○ Discuss scientific ideas with other students.	3. Benchmark #3 (2) 4. Benchmark #4 (2) 5. Benchmark #5 (2, 3) 6. Benchmark #6 (2, 3, 5)

Phoenix Academy Charter Renewal

Appendix

A – Standards for Mathematical Practices Observation Tool

Back to TOC

STANDARDS FOR STUDENT MATHEMATICAL PRACTICES OBSERVATION TOOL*

Overall: The mathematics tasks focus on developing CONCEPTUAL UNDERSTANDING and encouraging ALL students to make sense of the mathematics and to persevere in solving mathematical problems. As you provide cognitively demanding tasks and encourage sense making for ALL students, check to see if STUDENTS exhibited the following behaviors in solving mathematics problems.

Students	Level 2	Level 3	Level 4
1a. MAKES SENSE OF PROBLEMS	Explain their thought processes in solving a problem one way.	Explain their thought processes in solving a problem and representing it in several ways.	Discuss, explain, and demonstrate solving a problem with multiple representations and in multiple ways.
1b. PERSEVERE IN SOLVING PROBLEMS	Stay with a challenging problem for more than one attempt.	Try several approaches in finding a solution, and only seek hints if stuck.	Struggle with various attempts over time, and learn from previous solution attempts.
2. REASON ABSTRACTLY AND QUANTITATIVELY	Reason with models or pictorial representations to solve problems.	Are able to translate situations into symbols for solving problems.	Convert situations into symbols to appropriately solve problems as well as convert symbols into meaningful situations.
3a. CONSTRUCT VIABLE ARGUMENTS	Explain their thinking for the solution they found.	Explain their own thinking and thinking of others with accurate vocabulary.	Justify and explain, with accurate language and vocabulary, why their solution is correct.
3b. CRITIQUE THE REASONING OF OTHERS	Understand and discuss other ideas and approaches.	Explain other students' solutions and identify strengths and weaknesses of the solution.	Compare and contrast various solution strategies and explain the reasoning of others.
4. MODEL WITH MATHEMATICS	Use models to represent and solve a problem, and translate the solution to mathematical symbols.	Use models and symbols to represent and solve a problem, and accurately explain the solution representation.	Use a variety of models, symbolic representations, and technology tools to demonstrate a solution to a problem.
5. USE APPROPRIATE TOOLS STRATEGICALLY	Use the appropriate tool to find a solution.	Select from a variety of tools the ones that can be used to solve a problem, and explain their reasoning for the selection.	Combine various tools to explore and solve a problem as well as justify their tool selection and problem solution.
6. ATTEND TO PRECISION	Communicate their reasoning and solution to others.	Incorporate appropriate vocabulary and symbols in others.	Use appropriate symbols, vocabulary, and labeling to effectively communicate and exchange ideas.
7. LOOK FOR AND MAKE USE OF STRUCTURE	Look for structure within mathematics to help them solve problems efficiently.	Compose and decompose number situations and relationships through observed patterns in order to simplify solutions.	See complex and complicated math expressions as component parts.
8. LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING	Look for obvious patterns, and use if/ then reasoning strategies for obvious patterns.	Find and explain subtle patterns.	Discover deep, underlying relationships that unify the various aspects of a problem such as a discovery of an underlying function.

*Obtained from the Louisiana Department of Education. Web. https://www.louisianabelieves.com/docs/common-core-state-standards-resources/guide-math-practices-observation-tool.pdf?sfvrsn=2

Phoenix Academy Charter Renewal

Appendix

A – Course Math 1

Back to TOC

Integrated Math I

Overview of Course of Study

The ninth grade Integrated Mathematics I course is designed to prepare students to graduate "UC eligible" by adhering to Common Core State Standards (CCSS) and skills. Not only will students be exposed to CCSS, but they will be challenged in a variety of contexts to *apply* higher order thinking skills through progressive pedagogical practices - specifically problem-based learning (PrBL) and competency based learning. This course is designed to address real-world contexts throughout each unit, allowing students to make meaningful connections to content standards and skills, thus increasing their engagement and academic performance. Embedded in each module are best practices of formative assessment, in addition to one summative assessment at the conclusion. Assessment tools designed by experts in assessment at Stanford Center for Assessment, Learning and Equity (SCALE) will be used by teachers to evaluate students' skills.

The course is the first of a three-course sequence of integrated mathematics courses that use the same standards as the more traditional high school sequence. This course sequence is one option given within the Common Core framework (see Appendix A in the common core standards). With an integrated approach, students have the opportunity to make connections and deepen their understanding of all algebra, geometry, and probability and statistics standards throughout the three-course sequence.

Pedagogical Practices

The Integrated Math I course is designed in such a way that teachers have maximum opportunity to cover the depth and breadth of Common Core State Standards (CCSS) through units of study that can evolve into a problem-based learning (PrBL) experience.

Problem-based Learning (PrBL) in this context is the pedagogical approach of posing a rich mathematical question or problem *first*. After the problem has been posed, students are put in a position of productive struggle where they must identify information necessary, as well as learn new mathematical skills and concepts in order to solve the problem. In this way, the *why* for student learning is clear because all learning is done within the context of a problem posed by the teacher. Throughout the process, students are given scaffolding for new mathematical skills and concepts, opportunities to apply new knowledge to the problem, and the ability to revise their work as their thinking develops. Finally, problems should end with debriefing and sensemaking-both orally and written. Note that one exception to the rule of posing the problem before new learning takes place is sometimes found in the last problem of each unit - a culminating problem - that can be used to demonstrate the knowledge learned throughout the module.

Within PrBL units of study, we also use competency-based learning to differentiate learning for each student. With competency-based learning, we make expectations for learning explicit, transparent, measurable, and transferable. Students progress through the course based on

evidence of mastering particular knowledge and skills. For example, we use the Stanford Center for Assessment, Learning and Equity's (SCALE) skill rubrics to communicate our expectations for learning Common Core aligned mathematics standards (See Attachment A: SCALE Skill Rubrics). The rubrics help us clearly communicate learning goals and areas of growth for each individual student. We use a wide variety of formative assessments to determine where students are in their learning process so that we may provide timely, differentiated support based on students' individual needs. Because learning targets are clear, students are empowered to make important daily decisions about how they will make meaning of and apply knowledge, and how they will demonstrate their learning.

This course will embed important social and emotional learning (SEL) skills throughout each module. Teachers will integrate ample opportunity for students to reflect and receive feedback on their development of these skills. This course will specifically focus on the following SEL topics: self-efficacy, self-management, growth mindset, and social awareness, as identified by experts at Transforming Education. Teachers will explicitly scaffold these skills within content-based activities through resources such as time management strategies, project hubs or resource banks, opportunities for drafting and feedback, and reflective journal entries on peer interactions or individual effort and growth.

Learning Activities

- PrBL solution iterations
- Data based questions and answers
- Written and/or oral presentations of solutions
- Solution defenses
- Data collection and analysis
- Mathematical arguments
- Mathematical predictions

Skills

This course will cover the important skills of the discipline of mathematics, as evidenced by the alignment to the CCSS Standards for Mathematical Practice and skills evaluated through the SCALE assessment tools, in addition to skills that will provide students with the foundation to excel in the 21st century, through college or career. Below is a matrix that highlights the skills covered in this course, along with possible PrBL contexts that students would ultimately create to show mastery and application of those skills.

Skill Domain	Skill Dimension	Description	Possible Activities or Project Products
Inquiry	**Asking questions**	Developing focused, answerable inquiry and research questions	**Activities:** QFT Protocol, Phenomena video/image viewing, Interest-based investigation **Products:** Interview, Speaker Series, Family Tree, Whole Class Question Poster, Phenomena-based KWL charts, hypothesis

	Hypothesizing	Developing hypotheses and predictions	**Activities:** Lab investigation, I wonder, I notice, Interest-based investigation **Products:** Lab report, research paper, socratic seminar, fishbowl discussion
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	**Activities/Products:** Escape Room, Board Game, Video DIY, Speaker Series, Presentation of learning
Analysis and Synthesis	**Identifying Patterns and Relationships**	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	**Activities:** Collecting data and/or existing data sets online, I wonder, I notice **Products:** Board Game, Community analysis, Presentation,
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	**Activities:** Venn Diagram, Compare & Contrast GO (T-chart, Compare/Contrast matrix) **Products:** C-E-R, Research paper, Presentation of Learning, Community Outreach, PSA
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	**Activities:** White board modeling, sketches (any form), graphing, **Products:** Graphical analysis, Statistical representations, Infographic, Presentation of Learning, Community Outreach/Information
	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	**Activities:** Statistical Analysis, Graph analysis **Products:** Debate, Non-fiction writing,C-E-R, socratic seminar
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	**Activities:** C-E-R GO, research, data analysis **Products:** C-E-R, presentation of learning,
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	**Activities:** C-E-R GO, individual research, peer review, my favorite “no” discussion **Products:** Debate, Socratic seminar, fishbowl discussion, online discussion board

	Using mathematics and computational thinking	Using algebraic thinking and analysis, a range of computational tools for statistical analysis to represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions.	**Activities:** Trials in Experiments/Graphing, Estimating rate of change, Population growth/decay, Modeling waves, finding patterns and structures, ecological relationship modeling, games of chance, polling data, demographic data analysis, cost/profit analysis **Products:** Surveys and Results, Data Blitz, Research report, 3 dimensional models, graphs,
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	**Activities:** C-E-R GO **Products:** Speech
Speaking and Listening	**Discussion / Contribution**	Communicating ideas and contributing to discussion through questioning, connecting, and probing	**Activities:** Jigsaw with supports, sentence starter scaffolds in group discussion, gallery walks, chalk talk, concept maps, I like/I wonder feedback, four corners, plenary discussion **Products:** Socratic Seminar, Interview, Podcast
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions	**Activities:** Claim Evidence Reasoning **Products:** Notes, Interview, Podcast, Speech, Storyboard
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	**Activities:** SEL activities, listening, sentence starters to promote active listening “ex. I heard you say…,” **Products:** Socratic Seminar, Interview, Podcast, Debate, Role Play
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	**Activities:** mini poster/ small group presentations, gallery walk presentation, show and tell, storytelling, storyboard, Ad hoc Pro/Con Debates **Products:** Teaching a Lesson, Business Plan, Speech, Data Blitz, Skits, Role Play, Health Fair, Exhibition, Exploratorium, Gallery Event
	Multimedia in Written Production	Integrating technology to create high-quality written products	**Activities:** Tech scaffolds, Review of tech options, Google Suite, Social Media

Products and Presentations			**Products:** Digital Story, Timeline Prezi, Podcast, Music Production, Movie, Blogs with multimedia, Data Blitz
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	**Activities/Products:** Google Slide Presentation (PowerPoint), Pecha Kucha, Virtual Tour, Trivia (Kahoot) Game, Pear Deck / Nearpod Presentation, Video DIY, Prezi
	Precision	Expressing ideas and information with exactness, specificity, and refinement	**Activities/Products:** Speech, Instruction Manuals, Pecha Kucha, Data Blitz

CCSS Standards for Mathematical Practice:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Assessments

Within each module, teachers will incorporate a variety of ongoing assessment techniques to ensure that students are continuing to develop in their content mastery and skills. Included in these assessments will be diagnostic feedback, with the opportunity for students to apply feedback and revise their work to ensure that there is a culture of learning that breeds "assessment *for* learning, rather than assessment *of* learning" (Boaler, Conference). In addition, skills will be measured using the Standards for Student Mathematical Practices Observation Tool, as well as 1-4 Proficiency Scales included in each sample module.

Daily checks for understanding will serve as informal assessments of learning and will include, but are not limited to the following:

- Content-based discussions
- Warm-ups and exit tickets
- Homework collection and review
- 1:1 and small group teacher-student check-ins
- Math journal entries

Best practices of formative assessment will be embedded throughout the course of study through larger unit assignments or project benchmarks. Formative assessments will map onto specific content and skills that have been scaffolded through lessons and activities. Student work will be collected and evaluated against the proficiency scales (included in each sample

module). Student skills will be evaluated using the Standards for Student Mathematical Practices Observation Tool, as well as a module rubric pulled from skill rubrics developed by experts in the field of assessment at SCALE. Formative assessments for this course will include, but are not limited to the following:

- Problem solution iterations
- Journaling of productive struggle
- Graphic organizers
- Solution defenses
- Infographics
- Data tables, graphs, and charts

At the conclusion of each module, students will also be summatively assessed. The same assessment tools used for formative assessments will be used for summative assessments. Summative assessments for this course will include, but are not limited to the following:

- Culminating problem solutions
- Formal solution defenses (written and/or orally presented)
- Final versions of industry problem solutions
- Demonstrations of mathematical skills mastery

Course Modules

Module 1 Module 2 Module 3 Module 4 Module 5 Module 6 Module 7 Module 8

Math Content Module 1: Modeling with Functions

Content Standards

Understand and interpret the concept of a function and function notation

- CCSS.MATH.CONTENT.HSF.IF.A.1
- CCSS.MATH.CONTENT.HSF.IF.A.2
- CCSS.MATH.CONTENT.HSF.IF.B.4
- CCSS.MATH.CONTENT.HSF.IF.B.6

Construct and compare linear models to solve problems

- CCSS.MATH.CONTENT.HSF.LE.A.1
- CCSS.MATH.CONTENT.HSF.LE.A.2
- CCSS.MATH.CONTENT.HSF.LE.B.5

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, construct a function to model data ● Apply the ability to construct and

	compare linear models to novel situations
Level 3: Proficient	Students can: ● Explain the concept of a function ● Interpret functions that arise in applications in terms of a context ● Construct and compare linear models and solve problems ● Interpret expressions for functions in terms of the situation they model
Levels 1-2: Beginning	Students can: ● Use function notation ● Use linear models to solve problems ● Perform basic operations such as combining like terms, using the distributive property, following the order of operations, and solving one-step equations

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure

Possible Math Problems:

1. Which is the Better Deal? - Students use slope/rate to compare two prices
    - Math Skills: Identifying and defining slope/rate
2. Jack in the Box - Students use linear equations to find which rate is faster
    - Math Skills: Using and graphing rates
3. Domain and Range - Students are exposed to a variety of functions to learn domain and range
    - Math Skills: Describing graphs in terms of domain and range
4. Points on a Graph - Students explore a common misconception between independent and dependent variables
    - Math Skills: Understanding independent variables vs. dependent variables
5. Function Carnival - Students watch scenarios and turn them into graphs
    - Math Skills: Graphing functions based on real-world scenarios
    - Resources Needed: Desmos

Math Content Module 2: Equations in One Variable

Content Standards

Create equations that describe numbers or relationships

- CCSS.MATH.CONTENT.HSA.CED.A.1
- CCSS.MATH.CONTENT.HSA.CED.A.3
- CCSS.MATH.CONTENT.HSA.CED.A.4

Solve equations and inequalities in one variable

- CCSS.MATH.CONTENT.HSA.REI.A.1
- CCSS.MATH.CONTENT.HSA.REI.B.3

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, develop a linear equation to model the data ● Apply the ability to solve linear equations to novel situations
Level 3: Proficient	Students can: ● Create linear equations that describe numbers or relationships ● Explain solving equations as a process of reasoning ● Solve equations and inequalities in one variable
Levels 1-2: Beginning	Students can: ● Recall specific terminology such as equation vs. expression, variable, coefficient, inverse operation ● Perform basic operations such as combining like terms, using the distributive property, following the order of operations, and solving one-step equations

Mathematical Practices

- Make sense of problems and persevere in solving them
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Attend to precision
- Look for and make use of structure

Possible Math Problems:

1. Penny Balance - Students solve problems visually, which then translates into equations
    - Math Skills: Solving one and two step linear equations
2. Basketball Overboard - Students develop a mathematical model to do a cost analysis between two linear equations
    - Math Skills: Applying the ability to solve linear equations
3. Pepsi Points - Students use linear equations to determine how much Pepsi points are really worth
    - Math Skills: Developing and using one variable equations
4. Bottomless Coffee Mug - Students develop a model to determine how much would be saved with a refillable mug
    - Math Skills: Developing a model for a linear situation
5. Squirrel Guy Costume Race - An open-ended problem where students apply knowledge of equations in one variable
    - Math Skills: Can be used as an assessment/culminating problem for equations in one variable

Math Content Module 3: Linear Functions

Content Standards

Understand and interpret the concept of a function and function notation

- CCSS.MATH.CONTENT.HSF.IF.A.1
- CCSS.MATH.CONTENT.HSF.IF.B.4
- CCSS.MATH.CONTENT.HSF.IF.B.5
- CCSS.MATH.CONTENT.HSF.IF.C.7

Build a function that models a relationship between two quantities

- CCSS.MATH.CONTENT.HSF.BF.A.1

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, develop a linear function to model data ● Apply the ability to construct and compare linear functions to novel situations
Level 3: Proficient	Students can: ● Interpret linear functions that arise in applications in terms of a context ● Analyze linear functions using different representations ● Build a linear function that models a relationship between two quantities

Levels 1-2: Beginning	Students can: ● Use a linear function to solve a problem ● Solve linear equations devoid of context ● Perform basic operations such as identifying slope and intercept, and plotting points

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Model with mathematics
- Use appropriate tools strategically
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Possible Math Problems:

- Gasoline Problem - Students are given data to determine which car gets the best gas mileage
    - Math Skills: Deepening understanding of the concept of a function
- The Puzzling Problem - Students toy with functions and graphs to deepen understanding
    - Math Skills: Understanding key features of a function's graph
    - Resources Needed: Desmos, equation editor
- Do the Crab Walk - Students collect and manipulate data to create linear functions
    - Math Skills: Collecting and using data to build linear functions
- Pixel Patterns - Students use given information/constraints to make a prediction using linear functions
    - Math Skills: Can be used as an assessment/culminating problem for linear functions

Math Content Module 4: Linear Equations in Two Variables

Content Standards

Create equations that describe numbers or relationships

- CCSS.MATH.CONTENT.HSA.CED.A.1
- CCSS.MATH.CONTENT.HSA.CED.A.2
- CCSS.MATH.CONTENT.HSA.CED.A.3
- CCSS.MATH.CONTENT.HSA.CED.A.4

Solve systems of equations

- CCSS.MATH.CONTENT.HSA.REI.C.5
- CCSS.MATH.CONTENT.HSA.REI.C.6

Represent and solve equations and inequalities graphically

- CCSS.MATH.CONTENT.HSA.REI.D.10

- CCSS.MATH.CONTENT.HSA.REI.D.11

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, choose the most efficient method to solve a system of linear equations ● Apply the ability to construct and compare linear functions to solve novel situations
Level 3: Proficient	Students can: ● Solve systems of linear equations using substitution and elimination ● Represent and solve equations and inequalities graphically
Levels 1-2: Beginning	Students can: ● Solve basic systems of linear equations with one variable isolated ● Perform basic operations such as recognizing a break-even point, shading proper portions of a graph of inequalities, and combining like terms

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure

Possible Math Problems:

1. *y = mx + b* in Disguise - Students work in groups to determine how changes to the parent function affect the graph/output
    - Math Skills: Understanding forms of linear equations
    - Resources: Desmos (or graphing calculator)
2. NFL Playbook - Students use graphs of football plays to develop systems of linear equations
    - Math Skills: Writing and graphing systems of linear equations
    - Resources: Desmos, Football Adapted Graphs (optional)

3. Systems of NFL Plays - Using the graphs and equations developed in the previous problem as a jumping off point, students learn different methods of solving systems of linear equations
    - Math Skills: Methods for solving systems of linear equations (substitution and elimination)
4. Energy Efficiency - Students use linear inequalities to evaluate energy efficiency claims
    - Math Skills: Graphing and solving systems of linear inequalities
5. Hybrid vs Electric - Students use data for a hybrid and electric car to determine the break-even points
    - Math Skills: Can be used as an assessment/culminating problem for solving systems of linear equations

Math Content Module 5: Exponential Functions

Content Standards

Understanding, interpreting, constructing, and using exponential functions (the exponential portions of each of these standards)

- CCSS.MATH.CONTENT.HSA.REI.D.11
- CCSS.MATH.CONTENT.HSF.IF.C.7
- CCSS.MATH.CONTENT.HSF.IF.C.8
- CCSS.MATH.CONTENT.HSA.SSE.B.3
- CCSS.MATH.CONTENT.HSA.CED.A.1
- CCSS.MATH.CONTENT.HSF.BF.A.1
- CCSS.MATH.CONTENT.HSF.LE.A.1
- CCSS.MATH.CONTENT.HSF.LE.A.2
- CCSS.MATH.CONTENT.HSF.LE.A.3
- CCSS.MATH.CONTENT.HSF.LE.A.4
- CCSS.MATH.CONTENT.HSF.LE.B.5

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, develop an exponential function to model data ● Apply the ability to construct and compare exponential functions to novel situations
Level 3: Proficient	Students can: ● Interpret exponential functions that arise in applications in terms of a context ● Analyze exponential functions using different representations ● Build an exponential function that models a relationship between two

	quantities
Levels 1-2: Beginning	Students can: ● Use an exponential function to solve a problem ● Solve exponential equations devoid of context ● Perform basic operations such as identifying initial value and rate of growth, plotting points, and calculating interest

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Model with mathematics
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Possible Math Problems:

1. Zombie Attack - Students explore exponential vs. linear patterns in a simulated zombie attack
    - Math Skills: Understanding and exploring exponential patterns
2. Falling Glowsticks - Students use an exponential function to make a prediction
    - Math Skills: Using exponential functions to solve problems
3. Deforestation - A typical problem where students develop their own exponential function
    - Math Skills: Building exponential functions to solve problems
4. Having Kittens - Students develop strategies for modeling an exponential scenario
    - Math Skills: Modeling with exponential functions
5. Aaron's Rent-to-Buy - Students use their knowledge of exponential functions to solve a problem
    - Math Skills: Can be used as an assessment/culminating problem for exponential functions

Math Content Module 6: Descriptive Statistics

Content Standards

Summarize, represent, and interpret data on a single count or measurement variable

- CCSS.MATH.CONTENT.HSS.ID.A.1
- CCSS.MATH.CONTENT.HSS.ID.A.2
- CCSS.MATH.CONTENT.HSS.ID.A.3

Summarize, represent, and interpret data on two categorical and quantitative variables

- CCSS.MATH.CONTENT.HSS.ID.B.5
- CCSS.MATH.CONTENT.HSS.ID.B.6

Interpret linear models

- CCSS.MATH.CONTENT.HSS.ID.C.7
- CCSS.MATH.CONTENT.HSS.ID.C.8
- CCSS.MATH.CONTENT.HSS.ID.C.9

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Given a scenario, develop a statistical model appropriate to the data ● Apply the ability to construct scatterplots, box plots, and frequency tables to novel situations
Level 3: Proficient	Students can: ● Represent data on a scatterplot and determine/use a line of best fit ● Represent and interpret data with box plots and frequency tables ● Determine a set of data to fit specified measures of center and spread ● Interpret the slope and intercept of a linear model in the context of data
Levels 1-2: Beginning	Students can: ● Recognize and use terms such as correlation, scatterplot, measures of center and spread, slope, intercept, line of best fit ● Perform basic operations such as calculating measures of center and determining the type of correlation of a data set

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Look for and make use of structure

Possible Math Problems:

1. Representing Data with Box Plots - Students summarize and interpret data using box plots
    - Math Skills: Summarizing, representing, and interpreting data with box plots
2. Birds' Eggs - Students use data about the size of birds' eggs to begin experimenting with scatterplots
    - Math Skills: Representing data with scatterplots and finding correlation and lines of best fit
3. Super Bowl Scores - Students use measures of central tendency to predict Super Bowl scores
    - Math Skills: Using statistics appropriate to the shape of the data distribution to compare center and spread data sets
4. Representing Data with Frequency Graphs - Students use cell phone data to represent and interpret data in frequency graphs
    - Math Skills: Summarizing, representing, and interpreting data with frequency graphs
5. Revisiting the 2000 Election - Students study election results to create a statistical model
    - Math Skills: Scatterplots, linear regression, correlation vs causation, rate of change in a linear model; could also be used as a culminating problem

Math Content Module 7: Congruence, Proof, and Constructions

Content Standards

Experiment with transformations in the plane

- CCSS.MATH.CONTENT.HSG.CO.A.1
- CCSS.MATH.CONTENT.HSG.CO.A.4
- CCSS.MATH.CONTENT.HSG.CO.A.5

Understand congruence in terms of rigid motions

- CCSS.MATH.CONTENT.HSG.CO.B.6
- CCSS.MATH.CONTENT.HSG.CO.B.7
- CCSS.MATH.CONTENT.HSG.CO.B.8

Make geometric constructions

- CCSS.MATH.CONTENT.HSG.CO.D.12

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Determine and use appropriate geometric theorems and properties of rigid motions, lines, angles, triangles and parallelograms to solve non-routine problems ● Use transformations, congruence and

	similarity criteria for triangles ● Prove relationships among composite geometric figures ● Solve multi-step problems
Level 3: Proficient	Students can: ● Demonstrate understanding of congruence in terms of rigid motions ● Make geometric constructions ● Demonstrate understanding of defined and undefined terms in geometry
Levels 1-2: Beginning	Students can: ● Recognize and use terms such as reflection, rotation, translation, transformation, symmetry, image, pre-image, and construction ● Perform basic operations such as recognizing congruence in fully marked triangles ● Identify congruent parts ● Develop congruence statements

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Look for and make use of structure

Possible Math Problems:

1. Transversals, Tape, and Stickies - Students explore parallel lines and transversals in a tactile fashion
    - Math Skills: Understand theorems about parallel lines and transversals
2. Transformations in Geogebra - Students experiment with transformations in the plane using Geogebra
    - Math Skills: Rigid transformations (translation, rotation, reflection)
    - Resources: Geogebra
3. Properties of Congruent Triangles - Students explore congruent triangles
    - Math Skills: Congruent triangles in terms of rigid motion
4. Placing a Fire Hydrant - Students use geometric constructions to determine where a fire hydrant should be placed
    - Math Skills: Making geometric constructions, including inscribed and circumscribed circles

Math Content Module 8: Connecting Algebra and Geometry Through Coordinates

Content Standards

Use coordinates to prove simple geometric theorems algebraically

- CCSS.MATH.CONTENT.HSG.GPE.B.4
- CCSS.MATH.CONTENT.HSG.GPE.B.5
- CCSS.MATH.CONTENT.HSG.GPE.B.7

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can: ● Determine and use appropriate geometric theorems with coordinates to solve non-routine problems ● Critique the solutions of others regarding geometric theorems and coordinates
Level 3: Proficient	Students can: ● Use coordinates to prove simple geometric theorems algebraically ● Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems ● Use coordinates to compute perimeters of polygons and areas of triangles and rectangles
Levels 1-2: Beginning	Students can: ● Recognize and use terms such as distance, midpoint, midsegment, theorem, polygon, area, perimeter, coordinates ● Perform basic operations such as using/deriving the distance and midpoint formulas, plotting points, solving proportions, using triangle similarity theorems

Mathematical Practices

- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics

- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure

Possible Math Problems:

- Distance and Midpoint on a School Map - Students use a coordinate plane overlaid on a map of the school to find distances and midpoints
    - Math Skills: Prove geometric theorems algebraically
- Parallel Lines in the Coordinate Plane - Students explore parallel lines on the coordinate plane and prove the slope criterion
    - Math Skills: Prove slope criterion for parallel and perpendicular lines and use them to solve problems
- Obscure Geometry - Students examine shifting boundaries of polygons and use coordinates to find perimeter and area
    - Math Skills: Use coordinates to compute perimeters of polygons and areas of triangles and rectangles using the distance formula
    - Resources: Geogebra

Phoenix Academy Charter Renewal

Appendix

A – Modern World History Course of Study

Back to TOC

Modern World History Course of Study

This Modern World History course is designed to address the CA Social Science Standards for "World History, Culture, and Geography: The Modern World." Students will study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. Geography content will be embedded throughout the course.

Pedagogical Practices

This Modern World History course is designed in such a way that teachers have maximum opportunity to cover the depth and breadth of California 2016 History- Social Science Framework, combined with the California History-Social Science Standards of 1998 through units of study that can evolve into a project-based learning (PBL) experience. While there are a variety of effective teaching and learning frameworks currently being used in schools, we believe that PBL is the most all-encompassing framework for our design principles. When best practices of PBL are upheld, students are provided with rigorous learning experiences that also have real-world application. These elements, combined with proving to be a successful vehicle for personalized learning and Social Emotional Learning (SEL), are why we believe PBL is the best framework for our students, and therefore course of study.

Within PBL units of study, we also use competency-based learning to differentiate learning for each student. With competency-based learning, we make expectations for learning explicit, transparent, measurable, and transferable. Students progress through the course based on evidence of mastering particular knowledge and skills. For example, we use the Stanford Center for Assessment, Learning and Equity's (SCALE) skill rubrics to communicate our expectations for learning Common Core aligned English language arts standards (See SCALE Skill Rubrics). The rubrics help us clearly communicate learning goals and areas of growth for each individual student. We use a wide variety of formative assessments to determine where students are in their learning process so that we may provide timely, differentiated support based on students' individual needs. Because learning targets are clear, students are empowered to make important daily decisions about how they will make meaning of and apply knowledge, and how they will demonstrate their learning.

This course will embed important social and emotional learning (SEL) skills throughout each unit or project. Teachers will integrate ample opportunities for students to reflect and receive feedback on their development of these skills. This course will specifically focus on the following SEL topics: self-efficacy, self-management, growth mindset, and social awareness, as identified by experts at Transforming Education. Teachers will explicitly scaffold these skills within content-based activities through resources such as time management strategies, project hubs or resource banks, opportunities for drafting and feedback, and reflective journal entries on peer interactions or individual effort and growth.

History-Social Science Learning Activities

- Data based questions and answers
- Research projects
- Digital content creation
- Peer feedback
- Socratic seminars and debates
- Public presentations of writing
- Oral presentations

History-Social Science Skills

This course will cover the important skills of the discipline of history, in addition to skills that will provide students with the foundation to excel in the 21st century, through college or career. Below is a matrix that highlights the skills covered in this course, along with possible PBL products that students would ultimately create to show mastery and application of those skills.

Skills and Product Menu

Skills Domain	Skills Dimension	Description	Possible Activities or Project Products
Textual Analysis	Theme/Central Idea	Determining theme(s)/central idea(s) and explaining how they develop and interact in a text	**Activities/Products:** Text dependent questions
	Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	**Activities/Products:** Text dependent questions, Advertisement, Speaker Series
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	**Activities/Products:** Quote Log, Family Tree, Claim-Context-Quote-Conclusion

	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	**Activities/Products:** Poetry, Essay
Using Sources	**Selecting Relevant Sources**	Selecting sources that support answering a particular research question with relevant, credible information	**Activities:** CRAAP Test,Web Credibility checklist **Products:** Magazine Article, Essay, Research Paper, Infographic, PSA, C-E-R
	Contextualizing Sources	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	**Activities:** CRAAP Test **Products:** Research paper
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	**Activities/Products:** Research Paper, Magazine Article, Infographic, C-E-R
Inquiry	**Asking questions**	Developing focused, answerable inquiry and research questions	**Activities:** QFT Protocol, Phenomena video/image viewing, Interest-based investigation **Products:** Interview, Speaker Series, Family Tree, Whole Class Question Poster, Phenomena-based KWL charts, hypothesis

	Hypothesizing	Developing hypotheses and predictions	**Activities:** Lab investigation, I wonder, I notice, Interest-based investigation **Products:** Lab report, research paper, socratic seminar, fishbowl discussion
Analysis and Synthesis	**Identifying Patterns and Relationships**	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	**Activities:** Collecting data and/or existing data sets online, I wonder, I notice **Products:** Board Game, Community analysis, Presentation,
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	**Activities:** Venn Diagram, Compare & Contrast GO (T-chart, Compare/Contrast matrix) **Products:** C-E-R, Research paper, Presentation of Learning, Community Outreach, PSA
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	**Activities:** White board modeling, sketches (any form), graphing, **Products:** Graphical analysis, Statistical representations, Infographic, Presentation of Learning, Community Outreach/Information

	Interpreting Data/Info	Developing justifiable interpretations of data and/or information from sources	**Activities:** Statistical Analysis, Graph analysis **Products:** Debate, Non-fiction writing,C-E-R, socratic seminar
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	**Activities:** C-E-R GO, research, data analysis **Products:** C-E-R, presentation of learning,
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	**Activities:** C-E-R GO, individual research, peer review, my favorite "no" discussion **Products:** Debate, Socratic seminar, fishbowl discussion, online discussion board
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	**Activities:** C-E-R GO **Products:** Speech
Writing/Composing	**Argumentative Claim**	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	**Activities/Products:** Essay, Research Paper, Debate, Business Plan, Opinion Article
	Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	**Activities/Products:** Essay, Research Paper, Debate, Virtual Tour

	Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	**Activities:** Journaling **Products:** Personal Narrative, Genre-Specific Narrative, Non-Fiction Narrative, Play / Skit, Virtual Tour, Magazine Article, Family Tree
	Counterclaims	Acknowledging and developing alternate or opposing positions	**Activities/Products:** Essay, Research Paper, Debate
	Selection of Evidence	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	**Activities:** Annotated Bibliography **Products:** Essay, Research Paper, Debate, Newspaper Article, Pamphlet, Virtual Tour, Business Plan, Speech
	Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	**Activities:** Annotated Bibliography, **Products:** Essay, Research Paper, Debate, Newspaper Article, Business Plan, Speech
	Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating	**Activities:** **Products:** Essay, Research Paper, Debate, Newspaper Article, Pamphlet, Virtual Tour, Business Plan, Speech

		evidence smoothly and strategically to support an argument, explanation, or analysis	
Speaking and Listening	**Discussion / Contribution**	Communicating ideas and contributing to discussion through questioning, connecting, and probing	**Activities:** Jigsaw with supports, sentence starter scaffolds in group discussion, gallery walks, chalk talk, concept maps, I like/I wonder feedback, four corners, plenary discussion **Products:** Socratic Seminar, Interview, Podcast
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions	**Activities:** Claim Evidence Reasoning **Products:** Notes, Interview, Podcast, Speech, Storyboard
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	**Activities:** SEL activities, listening, sentence starters to promote active listening “ex. I heard you say…,” **Products:** Socratic Seminar, Interview, Podcast, Debate, Role Play
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	**Activities:** mini poster/ small group presentations, gallery walk presentation, show and tell, storytelling, storyboard, Ad hoc Pro/Con Debates **Products:** Teaching a Lesson, Business Plan,

			Speech, Data Blitz, Skits, Role Play, Health Fair, Exhibition, Exploratorium, Gallery Event
	Multimedia in Written Production	Integrating technology to create high-quality written products	**Activities:** Tech scaffolds, Review of tech options, Google Suite, Social Media **Products:** Digital Story, Timeline Prezi, Podcast, Music Production, Movie, Blogs with multimedia, Data Blitz
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	**Activities/Products:** Google Slide Presentation (PowerPoint), Pecha Kucha, Virtual Tour, Trivia (Kahoot) Game, Pear Deck / Nearpod Presentation, Video DIY, Prezi

Assessments

Within each unit or project, teachers will incorporate a variety of ongoing assessment techniques to ensure that students are continuing to develop in their content mastery and skills. Included in these assessments will be diagnostic feedback, with the opportunity for students to apply feedback and revise their work to ensure that there is a culture of learning that breeds "assessment *for* learning, rather than assessment *of* learning" (Boaler, Conference).

Daily checks for understanding will serve as informal assessments of learning and will include, but are not limited to the following:

- Journal entries
- Content-based discussions
- Exit tickets
- Homework collection and review
- 1:1 and small group teacher-student check-ins
- Collaboration surveys

Best practices of formative assessment will be embedded throughout the course of study through larger unit assignments or project benchmarks. Formative assessments will map onto specific content and skills that have been scaffolded through lessons and activities. Student

work will be collected and evaluated against a unit or project rubric pulled from skill rubrics developed by experts in the field of assessment at Stanford Center for Assessment, Learning and Equity (SCALE). Formative assessments for this course will include, but are not limited to the following:

- Essay outlines and drafts
- Research documentation
- Storyboards and Scripts
- Podcasts
- Public awareness campaigns
- PowerPoint slide decks for presentations
- Graphic organizers
- Primary source analysis
- Data-based defenses
- Socratic seminars
- Detailed reading logs
- Infographics
- Interview or survey preparations

At the conclusion of each unit or project, students will also be summatively assessed. The same assessment tools used for formative assessments will be used for summative assessments. Summative assessments for this course will include, but are not limited to the following:

- Reflection essay
- Digital presentation
- Reflective poetry
- Podcast review
- Research paper
- Individual response to driving question
- Published webpage
- Comprehensive content exam
- Oral presentation
- Book review

Course Units

Unit 1: *Revolutions*

Rationale: This unit will explore the development of revolutionary movements across the globe and their causes and effects throughout history.

SCALE Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Structure, Word Choice
- Using Sources: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
- Inquiry: Asking Questions, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Modeling, Interpreting Data/Info, Making Connections & Inferences, Critiquing the Reasoning of Others, Justifying/Constructing an Explanation
- Writing/Composition: Narrative, Selection of Evidence, Integration of Evidence, Explanation of Evidence, Organization (Transitions, Cohesion, Structure) Introduction and Conclusion
- Speaking and Listening: Discussion/ Contribution, Preparation, Norms/Active Listening
- Products and Presentations: Style and Language (Tone, Academic Language, Syntax), Multimedia in Written Production, Conventions, Precision

Possible Texts:
The Social Contract by Jean-Jacques Rousseau
Candide by Voltaire
The Republic by Plato
Politics by Aristotle
The Spirit of the Laws by Montesquieu
Magna Carta, The English Bill of Rights (1689)
American Declaration of Independence (1776)
French Declaration of the Rights of Man and the Citizen (1789)
U.S. Bill of Rights (1791)
A Tale of Two Cities by Charles Dickens
The Silver Blade by Sally Gardner
On Different Systems of Government (1748) by Montesquieu
A Royalist Account of the Causes of the Revolution by Francois, Marquis de Bouille
The Oath of the Tennis Court (1789)
George Washington's "Views on the French Revolution" October (1789)
Memoir of General Toussaint L'ouverture
"The Diaz Regime in 1909" Source: Channing Arnold & Frederick J. Tabor Frost, The Rule of Porfirio Diaz, 1909
Commentary on the Mexican Revolution by Peruvian Marxist philosopher Victor Raul Haya de la Torre
Letter from Jamaica by Simon Bolivar (1815)
Makers of South America by Margarette Daniels (1916)

Proficiency Scale

Level	Description
Level 4: Advanced	Students can evaluate the influence of philosophy, prior revolutions, and political regimes on revolutionary movements throughout history and create oral or print representations of their findings.
Level 3: Proficient	Students can analyze multiple revolutions to determine patterns in how they arise and predict the governmental systems that will come from them.
Levels 1, 2: Beginning	Students can identify causes and effects of the Glorious Revolution of England, American and French Revolutions.

*History-Social Science Content	Possible Contexts
● *How did ideas associated with the Enlightenment, the Scientific Revolution, the Age of Reason, and a variety of democratic revolutions develop and impact civil society?* ● 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. ● 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	● Creation of a parody song about a revolution's causes, events, and end results for publication on the Internet ● Develop a graphic novel set in the time of a revolution ● Students create their own "Declaration of Independence" ● Hobbes vs. Everyone - Debate on the effectiveness of self-government ● Art exhibition with a "Freedom" theme, integrating multiple revolutions into one work of art ● Predict the next revolution in the world

*Note: The 2016 California History- Social Science Framework provides guiding questions for teaching and learning, which are those featured in italics above. The above content, which begins with numbers, are from the California History-Social Science standards of 1998.

Sample: Unit

Context: Revolutions
Driving Question: What are the effects of revolution on the people involved?
Project Product: Graphic Novel set during the time of one of the Atlantic Revolutions of the late 18th/early 19th century

Benchmark #1: Analysis of diaries/letters from people who lived through each revolution
Benchmark #2: Creation of characters for graphic novel and historical rationale for each character
Benchmark #3: Storyboard for graphic novel that mirrors the revolution's progression
Benchmark #4: Peer Critique/ Expert Critique of Novel and feedback to each other
Benchmark #5: Publication of novel and individual reflection

	Learning Goal	**Assessment Opportunities**
SS Standards Addressed	● 10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. ● 10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	● Primary Source Analysis ● Mapping the Revolutions ● Enlightenment Thinkers Exam ● Enlightenment Thinkers Socratic Seminar ● Comparison Essay
SCALE Skills Alignment with Project Benchmarks	● **Theme/Central Idea** ● **Point of View/Purpose** ● **Development** ● **Structure** ● **Word Choice** ● **Selecting Relevant**	● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 2

	Sources ● **Contextualizing Sources** ● **Synthesizing Multiple Sources** ● **Designing Processes and Procedures** ● **Identifying Patterns and Relationships** ● **Modeling** ● **Interpreting Data/Info** ● **Making Connections & Inferences** ● **Critiquing the Reasoning of Others** ● **Justifying / Constructing an Explanation** ● **Narrative** ● **Selection of Evidence** ● **Explanation of Evidence** ● **Integration of Evidence** ● **Organization (Transitions, Cohesion, Structure)** ● **Introduction and Conclusion** ● **Discussion / Contribution** ● **Preparation** ● **Norms / Active Listening** ● **Style and Language (Tone, Academic Language, Syntax)** ● **Multimedia in Written Production** ● **Conventions** ● **Precision**	● Benchmark 2 ● Benchmark 2, 3 ● Benchmark 3 ● Benchmark 3 ● Benchmark 3, 4 ● Benchmark 3, 4 ● Benchmark 3, 4 ● Benchmark 4 ● Benchmark 3, 4 ● Benchmark 3 ● Benchmark 2, 3 ● Benchmark 2 ● Benchmark 3 ● Benchmark 5 ● Benchmark 3, 5 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 3, 4 ● Benchmark 3, 4 ● Benchmark 2, 4 ● Benchmark 2, 4

Unit 2: *Migrations/Imperialization*

Rationale: This unit will explore the rationale for industrialization and imperialism, along with the role and consequence of industrialization and imperialism on future events.

SCALE Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Structure, Word Choice
- Using Sources: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Comparing/Contrasting, Modeling, Interpreting Data/Info, Making Connections and Inferences, Critiquing the Reasoning of Others, Justifying/Constructing an Explanation
- Writing/Composition: Informational/Explanatory Thesis, Narrative, Selection of Evidence, Explanation of Evidence, Integration of Evidence, Organization
- Speaking and Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Products and Presentation: Style and Language, Multimedia in Written Production, Conventions, Precision

Possible Texts:

Things Fall Apart by Chinua Achebe
Excerpts from Charles Dickens' novels
Earth's Answer by William Blake
Excerpts from Utilitarianism or *Principles of Political Economy* by John Stuart Mill
Excerpts from the writings of Herbert Spencer
Excerpts from the writings of Thomas Malthus
The Homestead Act
The Dawes Act
The Communist Manifesto by Karl Marx
"White Man's Burden" by Rudyard Kipling
"Black Man's Burden" by Lulu Baxter Guy
"Brown Man's Burden" by Henry Labouchère

Proficiency Scale

Level	Description
Level 4: Advanced	Students can evaluate the merit of imperialists through both a modern lens and the lens of the time imperialism was happening.
Level 3: Proficient	Students can explain the role of specific philosophies and political structures in the imperialization of locations around the globe.
Levels 1, 2: Beginning	Students can identify key causes of imperialization and the connection to industrialization of European, American, and Japanese powers.

*History-Social Science Content ● *Why did imperial powers seek to expand their empires? How did colonies respond? What were the legacies of these conquests?* ● 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. ● 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	Possible Contexts ● "History of" infographic about one of the resources that imperial powers sought (rubber, ore, etc.) ● Webinar/ guide for visitors of nations who were formerly imperialized regarding the impact of that era on their nation today ● Play that demonstrates a family's experience with industrialization and their interaction with new goods from abroad ● Geography exhibit from old repurposed globes of the world

Sample: Unit

Context: Colonization

Driving Question: What were the global effects of industrialization and how does it affect us today?

Project Product: Digital infographic guide for a formerly imperialized nation that outlines the legacy of imperialism and potential ramifications for interactions by Western visitors

Benchmark #1: Comparison chart of histories of imperialism for the following areas: Africa, Southeast Asia, China, India, Latin America, and the Philippines

Benchmark #2: Research log for chosen nation

Benchmark #3: Individual analysis of historical infographic

Benchmark #4: Draft of infographic for peer feedback

Benchmark #5: Final infographic published and student reflection on driving question

	Learning Goal	**Assessment Opportunities**
SS Standards Addressed	● 10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. ● 10.4 Students analyze	● Comparison Essay ● Timeline of the growth of cities ● Literary analysis from the period ● Inventors of Industry roundtable

	patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	● Colonization primary source essay ● Comparison of White Man's Burden and Brown Man's Burden ● Rewrite White Man's Burden for today
SCALE Skills Alignment with Project Benchmarks	● Theme/Central Idea ● Point of View/Purpose ● Development ● Structure ● Word Choice ● Selecting Relevant Sources ● Contextualizing Sources ● Synthesizing Multiple Sources ● Asking Questions ● Hypothesizing ● Designing Processes and Procedures ● Identifying Patterns and Relationships ● Comparing/Contrasting ● Modeling ● Interpreting Data/Info ● Making Connections & Inferences ● Critiquing the Reasoning of Others ● Justifying/Constructing an Explanation ● Informational/Explanatory Thesis ● Narrative ● Selection of Evidence ● Explanation of Evidence ● Integration of Evidence ● Organization (Transitions, Cohesion, Structure) ● Discussion/Contribution ● Preparation ● Norms/Active Listening ● Style and Language (Tone, Academic Language, Syntax) ● Multimedia in Written Production ● Conventions ● Precision	● Benchmark 3 ● Benchmark 3 ● Benchmark 3 ● Benchmark 3 ● Benchmark 3 ● Benchmark 2 ● Benchmark 2 ● Benchmark 2 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 1 ● Benchmark 4 ● Benchmark 2, 3, 4 ● Benchmark 2, 3, 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 5 ● Benchmark 5 ● Benchmark 5 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4, 5 ● Benchmark 4, 5 ● Benchmark 4, 5 ● Benchmark 4, 5

Unit 3: *Propaganda*

Rationale: This unit will evaluate and explore the role of propaganda in public opinion in the early 20th century and throughout World War 1 (WWI).

SCALE Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Structure, Word Choice
- Using Sources: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Comparing/Contrasting, Modeling, Interpreting Data/Info, Making Connections and Inferences, Critiquing the Reasoning of Others, Justifying/Constructing an Explanation
- Writing/Composition: Informational/Explanatory Thesis, Narrative, Selection of Evidence, Integration of Evidence, Organization
- Speaking and Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Products and Presentation: Style and Language, Multimedia in Written Production, Conventions, Precision

Possible Texts:

Excerpts from *Mein Kampf* by A. Hitler
The Truman Doctrine
The Marshall Plan
The Zimmerman Telegram
Excerpts from Britain's *War Pictorial* Newspaper
ABC's for Baby Patriots
War Girls by Rowena House
War Horse by Michael Morpurgo
The Bowmen by Arthur Machen.
Line of Fire, Diary of an Unknown Soldier by Barroux
The Mexican Revolution, 1910-1940 by Michael J. Gonzales
A People's Tragedy: The Russian Revolution: 1891-1924 by Orlando Figes

Proficiency Scale

Level	Description
Level 4: Advanced	Students can take a position on the ethics of the use of propaganda in different eras of world history and defend it using examples from the World War eras.

Level 3: Proficient	Students are able to analyze documents from the pre and post World War One era to determine the influence of propaganda on actions taken in the public, private, and governmental realms.
Levels 1, 2: Beginning	Students can identify the key causes of World War One and the totalitarian governments that arose after the war.

*History-Social Science Content ● *Why did communism and fascism appeal to Europeans in the 1930s? What were key ideas of communism? How were the ideas translated on the ground? What was totalitarianism, and how was it implemented in similar and different ways in Japan, Germany, Italy, and the Soviet Union? How did Nazis come to power? Why did ordinary people support them?* ● 10.5 Students analyze the causes and course of the First World War. ● 10.6 Students analyze the effects of the First World War. ● 10.7 Students analyze the rise of totalitarian governments after World War I.	Possible Contexts ● Develop an informational website with an overview of multiple nations' use of propaganda and links to the propaganda itself ● Town Hall Debate: Is the use of propaganda ethical? ● Identify a modern day propaganda campaign and expose it by comparing it to one from the past ● Circuit light up map display that shows totalitarianism's spread in the 20th century ● Interactive exhibit on the rise of Italy, Germany, the USSR, and Japan's governments in the interwar period ● "What if" presentation or story: What if Germany had been at the Paris Peace Conference and the terms had been less harsh?

Sample: Unit

Context: Propaganda
Driving Question: How did propaganda help create global conflict in the early 20th century?
Project Product: Create an informational website for younger students that explains the various ways that nations used propaganda to promote their agendas in the WW1 era.

Benchmark #1: Compare two nations' use of propaganda in a visual manner
Benchmark #2: Research organizer for webpage content
Benchmark #3: Develop website wireframe (a webpage outline)
Benchmark #4: Peer feedback on webpage
Benchmark #5: Final publication of website page and final reflection

	Learning Goal	Assessment Opportunities
SS Standards Addressed	● 10.5 Students analyze the causes and course of the First World War. ● 10.6 Students analyze the effects of the First World War. ● 10.7 Students analyze the rise of totalitarian governments after World War I.	● Primary source analysis ● Reflection Essay ● Feedback Organizer ● Student created propaganda ● Comparison of governmental systems ● Causation essay
SCALE Skills Alignment with Project Benchmarks	● Theme/Central Idea ● Point of View/Purpose ● Development ● Structure ● Word Choice ● Selecting Relevant Sources ● Contextualizing Sources ● Synthesizing Multiple Sources ● Designing Processes and Procedures ● Identifying Patterns and Relationships ● Comparing/Contrasting ● Modeling ● Interpreting Data/Info ● Making Connections & Inferences ● Critiquing the Reasoning of Others ● Justifying/Constructing an Explanation ● Informational/Explanatory Thesis ● Narrative ● Selection of Evidence ● Integration of Evidence ● Organization (Transitions, Cohesion, Structure) ● Discussion/Contribution ● Preparation ● Norms/Active Listening ● Style and Language (Tone, Academic	● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 1 ● Benchmark 2 ● Benchmark 2 ● Benchmark 3 ● Benchmark 4 ● Benchmark 3 ● Benchmark 1 ● Benchmark 1, 3 ● Benchmark 1, 3 ● Benchmark 1, 3 ● Benchmark 4 ● Benchmark 4 ● Benchmark 3, 5 ● Benchmark 3, 5 ● Benchmark 2, 3 ● Benchmark 3, 5 ● Benchmark 3, 5 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 5

	Language, Syntax) ● Multimedia in Written Production ● Conventions ● Precision	● Benchmark 3, 5 ● Benchmark 3, 5 ● Benchmark 3, 5

Unit 4: *The Role of Government: Conflict*

Rationale: This unit will explore the role of governments throughout the 20th century in daily life and future events, as well.

Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Word Choice
- Using Sources: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
- Inquiry: Asking Questions, Hypothesizing, Designing Processes and Procedures
- Analysis and Synthesis: Identifying Patterns and Relationships, Modeling, Interpreting Data/Info, Making Connections and Inferences, Critiquing the Reasoning of Others, Justifying/Constructing and Explanation
- Writing/Composition: Informational/Explanatory Thesis, Narrative, Selection of Evidence, Explanation of Evidence, Organization, Introduction and Conclusion
- Speaking/Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Product/Presentation: Style and Language, Oral Presentation, Multimedia in Written Production, Multimedia in Oral Presentation, Conventions, Precision

Possible Texts:

Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon by Steve Sheinkin
Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust by Doreen Rappaport
You Can Fly: The Tuskegee Airmen by Carole Boston Weatherford
Hidden Figures by Margot Lee Shetterley
The Girls of Atomic City by Denise Kiernan
"The Good War"- An Oral History of World War Two, Studs Terkel
Band of Brothers by Stephen Ambrose
The Moroccan Goums: Tribal Warriors in a Modern War by Edward L. Bimberg
Russia's War: A History of the Soviet Effort: 1941-1945 by Richard Overy
They Called Us Enemy by George Takei
The Upstairs Room by Johanna Reiss

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can create predictions about conditions that would cause similar outcomes to those seen during the WW2 era and explain how to prevent the undesirable consequences of that era.
Level 3: Proficient	Students can apply their understanding of the causes and effects of WW2 to compare with other conflicts. Students can analyze the causes and effects of WW2.
Levels 1, 2: Beginning	Students can identify causes of and consequences of WW2.

*History-Social Science Content	Possible Contexts
● *Why was the death toll so high during World War II? What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts? How did technology affect World War II? How was World War II a total war? How did World War II's actors, goals, and strategies compare with those of World War I? How was the Holocaust carried out?* ● 10.8 Students analyze the causes and consequences of World War II. ● 10.9 Students analyze the international developments in the post–World War II world.	● Aggression vs. Appeasement Debate ● Public Awareness Campaign revealing past and modern genocides ● Wax Museum Key Figures of WW2 Exhibit or Lesser Known Figure of WW2 Exhibit ● Presentation to local representative/Senator regarding the strengths and weaknesses of the Constitution and possible changes ● Museum exhibit on the history of freedom of speech/press ● Debate: When, if ever, is war just? ● History of Weapons of War in the 20th century Exhibition ● "Voices of" Webpage focused on the role of minority groups in WW2, both in Allied and Axis powers ● Determine the culpability of the German people for the Holocaust

Sample: Unit

Context: Role of Government: Conflicts

Driving Question: Why do genocides occur and how can they be prevented?

Project Product: Public Awareness Campaign for International Aid Organization Revealing Global Genocides

Benchmark #1: Empathy map for public audience
Benchmark #2: Individual or Group Research Log Including Primary Source Documents
Benchmark #3: Pitch/Prototype of Awareness Campaign
Benchmark #4: Feedback from Peers/Facilitator/School Community on Campaign and Materials
Benchmark #5: Present Your Campaign Materials to Project Partner and Reflection

	Learning Goal	**Assessment Opportunities**
SS Standards Addressed	● *Why was the death toll so high during World War II? What were the key goals of the Axis and Allied powers? How was the war mobilized on different fronts? How did technology affect World War II? How was World War II a total war? How did World War II's actors, goals, and strategies compare with those of World War I? How was the Holocaust carried out?* ● 10.8 Students analyze the causes and consequences of World War II. ● 10.9 Students analyze the international developments in the post–World War II world.	● Compare causes of WW1 to WW2 ● Essay on consequences of appeasement strategy ● Venn diagram of Allies or Axis powers attributes/weaknesses ● Analytical writing regarding the dropping of the atomic bomb ● Analysis of Hollywood WW2/Holocaust/Cold War film
SCALE Skills Alignment with Project Benchmarks	● Theme/Central Idea ● Point of View/Purpose ● Development ● Word Choice ● Selecting Relevant Sources ● Contextualizing Sources ● Synthesizing Multiple Sources ● Asking Questions ● Hypothesizing ● Designing Processes and Procedures ● Identifying Patterns and Relationships ● Modeling ● Interpreting Data/Info ● Making Connections & Inferences ● Critiquing the Reasoning of Others ● Justifying/Constructing an	● Benchmark 2 ● Benchmark 2 ● Benchmark 2 ● Benchmark 2 ● Benchmark 2 ● Benchmark 2 ● Benchmark 3, 4 ● Benchmark 1 ● Benchmark 1 ● Benchmark 1, 3 ● Benchmark 3 ● Benchmark 3, 4 ● Benchmark 3, 4 ● Benchmark 1, 3, 4 ● Benchmark 4

	Explanation ● Informational/Explanatory Thesis ● Narrative ● Selection of Evidence ● Explanation of Evidence ● Integration of Evidence ● Organization (Transitions, Cohesion, Structure) ● Introduction and Conclusion ● Discussion/Contribution ● Preparation ● Norms/Active Listening ● Style and Language (Tone, Academic Language, Syntax) ● Oral Presentation ● Multimedia in Written Production ● Multimedia in Oral Presentation ● Conventions ● Precision	● Benchmark 4 ● Benchmark 3, 4 ● Benchmark 3, 4 ● Benchmark 2, 3 ● Benchmark 3, 4, 5 ● Benchmark 4, 5 ● Benchmark 4, 5 ● Benchmark 5 ● Benchmark 5 ● Benchmark 5 ● Benchmark 4, 5 ● Benchmark 5 ● Benchmark 4, 5 ● Benchmark 4, 5

Unit 5: *Globalization*

Rationale: This unit will explore how globalization since the Cold War has impacted the world, to date.

SCALE Skills:

- Textual Analysis: Theme/Central Idea, Point of View/Purpose, Development, Structure, Word Choice
- Using Sources: Selecting Relevant Sources, Contextualizing Sources, Synthesizing Multiple Sources
- Inquiry: Asking Questions, Identifying Patterns and Relationships
- Analysis and Synthesis: Comparing/Contrasting, Modeling, Interpreting Data/Info, Making Connections and Inferences, Critiquing the Reasoning of Others, Justifying/Constructing anExplanation
- Writing/Composition: Argumentative Claim, Informational/Explanatory Thesis, Narrative, Selection of Evidence, Explanation of Evidence, Integration of Evidence, Organization
- Speaking/Listening: Discussion/Contribution, Preparation, Norms/Active Listening
- Product/Presentation: Style and Language, Oral Presentation, Multimedia in Oral Production, Conventions, Precision

Possible Texts:

Le Code Noir 1685
Jihad vs. McWorld Benjamin Barber
The World Is Flat by Friedman
A Night Divided by Jennifer A. Nielsen
The Wall: Growing Up Behind the Iron Curtain by Peter Sís

Proficiency Scale(s)

Level	Description
Level 4: Advanced	Students can evaluate the role of various governments in securing liberty in the world during the 20th century and the role that increasing technology and communication played in globalization.
Level 3: Proficient	Students can analyze the role of globalization in their own daily lives and compare that to life in a previous era. Students can analyze instances of nation building and draw conclusions about how successful or unsuccessful those were in the 20th century.
Levels 1, 2: Beginning	Students can identify the impacts of the Cold War on global relationships and the reasons for the fall of communism. Students can explain the reasons for the rise of China, the creation of Israel, and the controversy around those events.

*History-Social Science Content	Possible Contexts
● 10.9 Students analyze the international developments in the post–World War II world. ● 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. ● 10.11 Students analyze the integration of countries into the world	● Write the next two verses to Billy Joel's *We Didn't Start The Fire* or an original song about the 1950s to today ● Update Jihad vs. McWorld for today ● Exhibit night: Technology's role in the post-war era ● Host a "Decades Dance" with items and music from each decade from 1950-2020 and simulate conversations from the time about historical events ● Field guide to the new nations of the

economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	past 50 years ● Salon simulation: Positives vs. Negatives of Globalization

Sample: Unit 5

Context: Globalization

Driving Question: How has the world become more connected since the 1950s?

Project Product: Students create original song or add lyrics to historical song, such as Billy Joel's *We Didn't Start The Fire*

Benchmark #1: Compare the development of nations in the Middle East immediately after WW2 to the current state of the Middle East

Benchmark #2: Create a timeline of two nations from 1950 to today, marking changes in economic status, political regimes, and governments over time

Benchmark #3: Identify key themes to build song chorus around, draft of song lyrics

Benchmark #4: Draft of entire song or extra lyrics for peer review

Benchmark #5: Perform in person or voice over lyrics and explanation of them for submission to history youtube channel

	Learning Goal	**Assessment Opportunities**
SS Standards Addressed	● 10.9 Students analyze the international developments in the post–World War II world. ● 10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China. ● 10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).	● Primary source analysis and/or comparison ● Digital annotated timeline ● Comparison essay ● Argumentative essay on merit of globalization ● Reflective Essay: What if the atomic bomb hadn't been created?
SCALE Skills Alignment with Project Benchmarks	● Theme/Central Idea ● Point of View/Purpose ● Development ● Structure	● Benchmark 4 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4

	● Word Choice ● Selecting Relevant Sources ● Contextualizing Sources ● Synthesizing Multiple Sources ● Asking Questions ● Identifying Patterns and Relationships ● Comparing/Contrasting ● Modeling ● Interpreting Data/Info ● Making Connections & Inferences ● Critiquing the Reasoning of Others ● Justifying/Constructing an Explanation ● Argumentative Claim ● Informational/Explanatory Thesis ● Narrative ● Selection of Evidence ● Explanation of Evidence ● Integration of Evidence ● Organization (Transitions, Cohesion, Structure) ● Discussion/Contribution ● Preparation ● Norms/Active Listening ● Style and Language (Tone, Academic Language, Syntax) ● Oral Presentation ● Multimedia in Oral Presentation ● Conventions ● Precision	● Benchmark 4 ● Benchmark 2, 3 ● Benchmark 2, 3 ● Benchmark 2, 3 ● Benchmark 4 ● Benchmark 1, 2, 3, 4 ● Benchmark 1 ● Benchmark 4, 5 ● Benchmark 1, 2, 3 ● Benchmark 1, 3 ● Benchmark 4 ● Benchmark 5 ● Benchmark 1 ● Benchmark 1 ● Benchmark 4 ● Benchmark 3 ● Benchmark 3, 4, 5 ● Benchmark 2, 3 ● Benchmark 1, 2, 4, 5 ● Benchmark 4 ● Benchmark 4 ● Benchmark 4, 5 ● Benchmark 1, 3, 4 ● Benchmark 5 ● Benchmark 5 ● Benchmark 5 ● Benchmark 5

Phoenix Academy Charter Renewal

Appendix

A – Culturally Responsive Teaching Observation Tool

Back to TOC

MCS Observation Tool

MCS Schoolwide Instructional Goal
Teachers:

1. Understand the connections between humanizing relationships and learning
2. Implement the following strategies to develop learning partnerships:
    a. Collect data on student interests
    b. Creating academic and SEL goals based on student interests/needs
    c. Create learning opportunities based on students' interests
3. Establish routines to help students and teachers know how to set and measure progress toward goals

Goal	Evidence	Next Steps/Questions
1. Teachers explicitly model: a. following/living the norms, b. using SEL skills, c. and setting academic goals.		
2. Teachers actively affirm and validate students/class when they follow/live the norms, use an SEL skill, set academic goals		

Back to TOC

3. Teachers establish routines that allow students to a. share their interests, b. reinforce SEL skills, c. set and reflect on their progress toward SEL and academic goals.		
4. Teachers explicitly communicate learning goals in a variety of ways.		
5. Teachers explicitly make connections to students (interests, background, comments, etc) during lessons.		

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A – Home Language Survey

Back to TOC

HOME LANGUAGE SURVEY

Name of Student: _____
(Surname / Family Name) (First Given Name) (Second Given Name)

Age of Student: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when he/she first began to talk? _____
2. Which language does your child most frequently speak at home? _____
3. Which language do you (the parents or guardians) most frequently use when speaking with your child? _____
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

_____ _____

Signature of Parent or Guardian Date

Phoenix Academy Charter Renewal

Appendix

A – Instructional Goals and Coaching Rubric

Back to TOC

Instructional Goals and Coaching Rubric

2019-2020: **Sub Goal 1: Students develop positive identities as community members as they learn academic, social and emotional skills**

We will see this when:

- Students report that:
  - What they are learning is meaningful to students and their community
  - They are challenged and classes require them to think
  - Their voice is represented in what and how they are learning.
  - Students have a sense of belonging in their community
- Teachers report that
  - Students are learning academic, social and emotional skills
  - Students are moving from dependent learners to independent learners
  - Students are developing as positive leaders
  - Students are taking ownership of their community

Level 1 Targets:	**Level 2 Targets:** **In addition to Q1 Targets...**	**Level 3 Targets:** **In addition to Q2 Targets**	**Level 4 Targets:** **In addition to Q3 Targets**
Relationships Teachers regularly use **asset-based** language and develop **routines** to humanize relationships and support a culture of learning. A social contract is established with student voice. ***Relevance*** Routines are established to integrate **student voice** into what and how students are learning. Unit plans connect students to **real problems** in students' communities. Teachers communicate **WHY** what they are learning is important. ***Rigor*** Teachers have clear learning goals for **skills**, **content**, and **social and emotional skills**. Teachers are beginning to **differentiate** learning activities for students based on individual progress toward mastery. Students are beginning to set personal post-secondary goals.	***Relationships*** Teachers affirm students as they follow the social contract and make academic progress. Students are beginning to hold each other accountable to the social contract. ***Relevance*** Teachers explicitly connect the context(s) for learning to student interests, personal goals and backgrounds. **Students can communicate WHY** what they are learning is important. Teachers are beginning to connect units across disciplines. ***Rigor*** Teachers **differentiate** learning activities for students based on individual progress toward mastery of both skills and content. Teachers use **questioning** and learning activities designed to promote more **student discussion** and less teacher talk. Students are moving from being dependent learners to **independent learners.** Students can communicate	***Relationships*** Teachers and students hold each other accountable to the social contract and make revisions to the contract as necessary. There is evidence of celebrating individual student success as well as collective success. ***Relevance*** Students can communicate how what they are learning will help them **meet their individual goals** and **support their community**. Students see how multiple disciplines relate to each other to solve a real-world problem. ***Rigor*** Teachers **routinely use data to differentiate** learning activities for students. Students **routinely collaborate** together in class to solve challenging problems. Students support each other in class and rely less frequently on the teacher for direction. Students are continuing to shift from dependent to **independent learners.**	***Relationships*** Teachers and students can articulate the assets and value that each student brings to the classroom. Students are taking ownership of the social contract - they can communicate how the contract reflects their voice and they hold each other accountable. ***Relevance*** Students can provide multiple examples of how their work has contributed positively to their community. Students can identify how a problem they are solving involves concepts and skills across disciplines. ***Rigor*** Students are continuing to shift from dependent to **independent learners.** Students understand what their individual learning goals are and what their next steps in the learning process are. Students can communicate how the learning activities they are provided in class will help

	what their academic and social and emotional goals are. Students are continuing to develop personal post-secondary goals.	Students can communicate how what they are learning in class will help them meet their personal post-secondary goals.	them meet their personal post secondary goals. Students also understand how the success of their peers will positively impact the community. As such, students regularly support one another both academically and socially and emotionally.

Teachers Know and Can 1. Create academic and SEL goals based on student interests, needs and standards. 2. Develop PBL/PrBL units to solve a REAL problem, aligned to content and skills 3. Write a learning progression for content 4. Use formative and summative assessments to gauge progress 5. Develop routines and a social contract grounded in student voice that promotes learning and helps students develop personal goals. **Students Know and Can Do** 1. Communicate the structures that provide for their voice to be connected in the learning process 2. Know what the skill, content and SEL goals are each day.	**Teachers Know and Can** 1. Develop classroom routines and structures that provide opportunities for student voice and choice in the curriculum. 2. Use a variety of assessments to differentiate both content and skills and increase achievement. 3. Promote deeper learning through questioning and routines that shift the role of the teacher from "sage on the stage" to "guide on the side." 4. Identify how a real world problem could integrate multiple disciplines. **Students Know and Can Do** 1. Practice the routines and (mostly) follow the social contract 2. Communicate what the learning goals are AND explain why they are	**Teachers Know and Can** 1. Refine classroom routines and structures to reflect the voices of students and be adaptive over time. 2. Use data to drive instructional decisions and routinely differentiate learning activities based on students' progress toward learning goals. 3. Promote deeper learning through collaborative problem solving 4. Help students connect personal post-secondary goals to academic goals. **Students Know and Can Do** 1. Use data to inform their next steps in the learning process 2. Solve problems in a group--knows how to resolve conflicts, manage time, be productive.	**Teachers Know and Can** 1. Provide opportunities for students to take on leadership roles in class 2. Support students in seeing the connections between their personal post-secondary goals and the content/skills they are learning in class 3. Support students as they navigate their learning process-create systems and structures for students to become independent learners. **Students Know and Can Do** 1. Take academic risks and leadership roles in class 2. Communicate how what they are learning in class (academic and SEL goals) will help them meet their personal post-secondary goals.

3. What the expectations for conduct in the classroom are (social contract).	important 3. Students know where they are in terms of mastery of a particular learning goal	3. How daily learning goals and activities will help them achieve their post-secondary goal	3. Reflect on their strengths and areas of growth as learners. 4. Communicate the importance of supporting others in the community...the community's success supports their individual success (In Lak'ech)

Metrics
Q1 Metrics Classroom Observations ● Teachers use asset-based language with students ● Teachers use routines to humanize relationships and support a culture of learning ● There is evidence of how student voice has influenced what/how/when students are learning ● Teachers have clear learning goals (content, skill, and SEL goals). Teachers also communicate WHY students need to make progress on these goals. ● Teachers are beginning to provide multiple pathways to learn, differentiating activities based on students' needs and interests ● Teachers and students have co-developed a social contract Teacher Reports ● Knowledge and capacity for teacher know and can (PD Survey) Teacher Planning ● Teachers plan routines and practices to create a culture of learning and humanize relationships

- Teachers develop units where students solve a real world problem AND learn content knowledge, skills and SEL skills
- Teachers use formative and summative assessments (at least two assessments per learning goal per unit)
- Teachers have routines for student voice embedded in their lessons

Phoenix Academy Charter Renewal

Appendix

A – Open House District Meeting

Back to TOC

Marin's Community School

Update on Redesign of MCS
Terra Linda High School
December 17, 2019

Change happens at the speed of trust

What is your name and role?

Overview of Outcomes

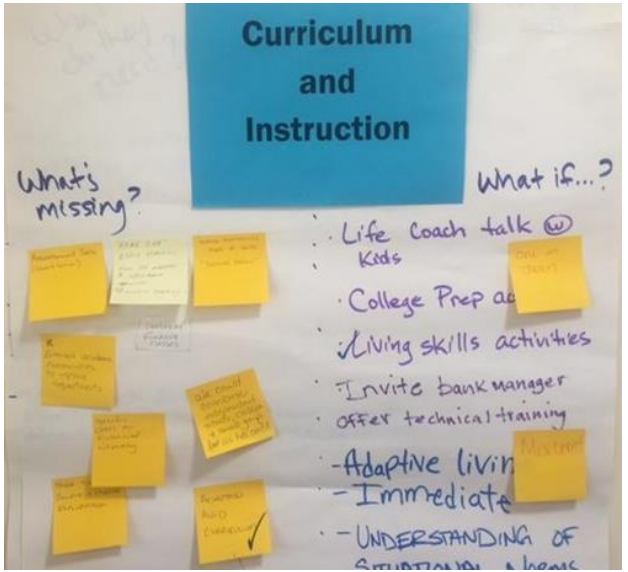
Participants will know and understand:

- Where we've been, where we're going
- The school's mission/vision/values
- Shifts in approach and language - shifts in identity
- Academic model
- Future orientation
- Community partners and resources
- Change happens at the speed of trust

Redesign: The Design Thinking Process

Driving Question:
How can we draw upon our collective strengths and experiences to design a school that opens all doors of opportunity for our students?

Interpretation and Ideation Stages of the Redesign Process



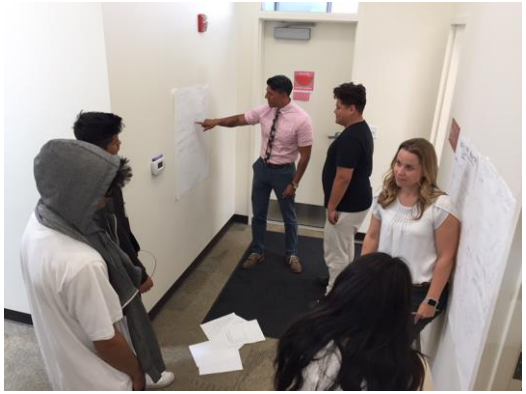
Ideal Graduate Responses From Stakeholders

Mission

We empower each other to follow our passions and lead purposeful lives.

Vision

We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.



Core Values

- Multiculturalism
- Achievement
- Resilience
- Innovation
- Networks and Relationships

In Lak’ech

You are my other me	Tú eres mí otro yo
If I do harm to you	Si te hago daño a ti
I do harm to myself	Me hago daño a mi mismo
If I love and respect you	Si te amo y respeto
I love and respect myself	Me amo y respeto yo

Shifts in our approach and identity

Deficit-based approach to asset based approach

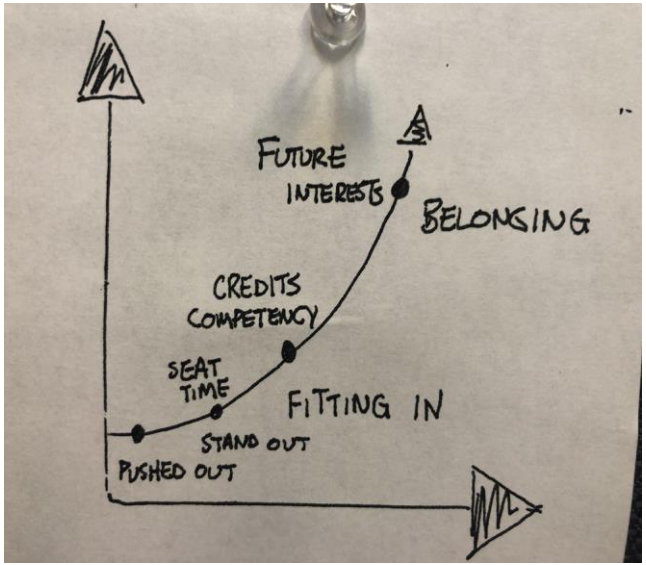
"County" → "Marin's Community School"

"Intake" → "Admissions"

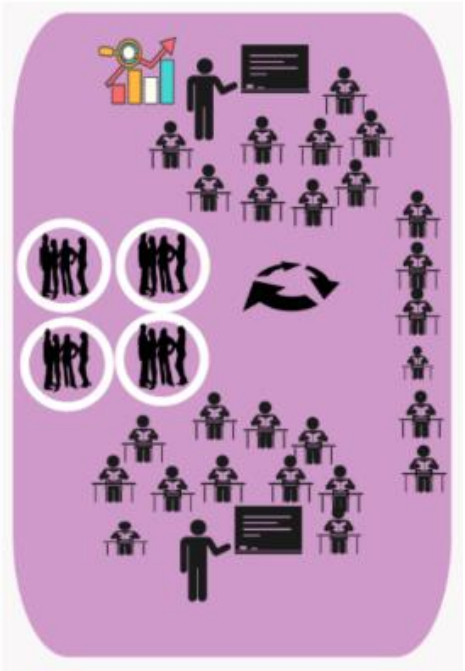
Seat time → Competency based learning

Shame in attending → Sense of belonging

Threat → Opportunity



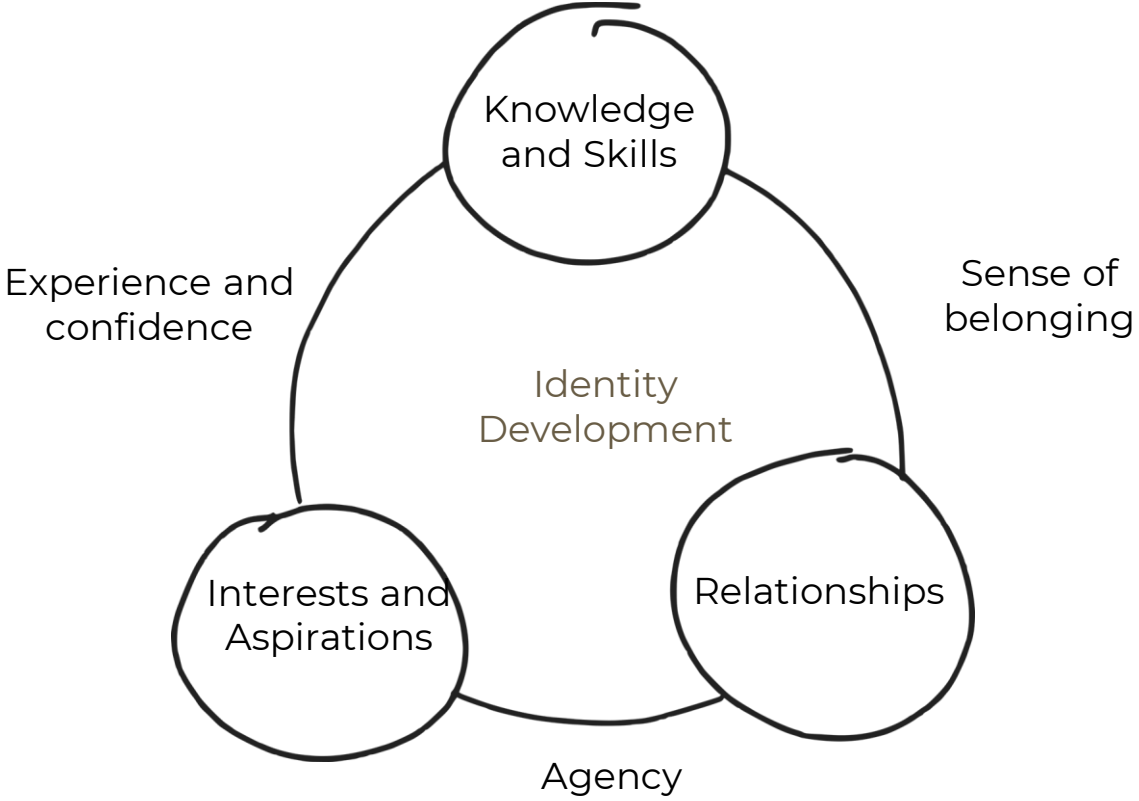
Academic Model



Our model integrates:

- Project-Based Learning
- Competency-Based Learning
- Social and Emotional Learning
- Co-teaching
- Restorative/Relational Practices
- Learning Coaches

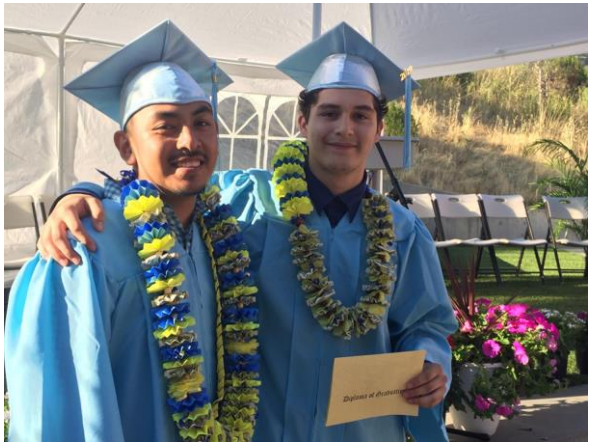
Finding a purpose and building social capital



SIDEKICK

Developing a future orientation for students

- Developing the “why” for continual learning
- Our Learning Through Interest program
- Opportunities to build professional networks
- Career exploration through job shadows and internships
- Employment support
- High school roadmaps
- Dual Enrollment with College of Marin
- Expeditions



Expanded Resources and Opportunities

- New Role: Family Empowerment Specialist
- Partnership with Multicultural Center of Marin: Learning Coaches, After School Mentorship Program, Real-World Projects in the Community

Expanded Resources and Opportunities

- Mental Health Programs: Connect Group and individual counseling through BACR, Fuerte Group (in January) with Marin Community Clinics, individual counseling through Marin County Probation and Access Program through Marin County Health and Human Services
- Adult education: Motivational Interviewing and support to empower students and their families

Early Data

- Student retention: 80% of students choose to stay at MCS when they have the choice to return to districts
- Attendance rates are increasing from 67% in Q1 of 2018 to 77% in Q1 of 2019
- Students report higher levels of safety, belonging, cultural competence, expectations and engagement
- 77% of students are earning 12.5 credits or more per quarter

Change happens at the speed of trust

Phoenix Academy Charter Renewal

Appendix

A – Road Map Example

Back to TOC

Phoenix Academy Charter School
2019 - 2020

Student Name: XXXXX
Student Grade: 12
Interest: Law Enforcement, Automotive

High School Goal: Graduate from MCS/PA	*Post-Secondary Goal: Transfer to 2yr to 4yr for BA/BS*
Options: --> Graduate From MCS	Options: --> Apprenticeship/Work Program
--> Graduate From Another school	--> Get Certificate From 2yr School
--> Unsure	--> Graduate With AA/AS From 2yr School
--> HiSET or GED	--> Transfer from 2yr to 4yr School for BA/BS

		English		Math		Social Studies		Science		Elective		PE		Art	
		You Need	You Have	You Need	You Have	You Need	You Have	You Need	You Have	You Need	You Have	You Need	You Have	You Need	You Have
Credits For Graduation	9th	10	10	10	10			10	10	47.5	47.5	10	10	10	
	10th	10	10	10	10	10	10	10	6.25			10	2.25		
	11th	10	10	10	2.5	10						2.5	2.5		
	12th	10	10			10									
	Totals	40	40	30	22.5	30	10	20	16.25	47.5	47.5	22.5	14.75	10	0
Still Needs		***0***		***7.5***		***20***		***3.75***		***0***		***7.75***		***10***	

QUARTERLY GOAL FOR THE 19-20 SCHOOL YEAR

	Qtr 1 (Oct. 11)		Qtr 2 (Dec. 20)		Qtr 3 (Mar. 20)		Qtr 4 (June 9)		End of Year Targets	
	We Did...	Our Goal	We Did...	Our Goal	We Did...	Our Goal	We Did...	Our Goal		
English	4	2.5	4		0		0		2.5	English
Math	1	2.75	3.25		0		0		2.75	Math
Social Studies	2.5	5	3		0		0		5	Social Studies
Science	2.5	2.5	4		0		0		2.5	Science
Elective	2.5	1.75	2.5		0		0		1.75	Elective
PE	0	2.5	0		0		0		2.5	PE
Art	0	2.5	0		0		0		2.5	Art
Per Quarter	**12.5**	**19.5**	**16.75**		**0**		**0**			

CREDITS BY JUNE 2020	
TARGET NUMBER	**200**
SO FAR YOU HAVE	**151**
WHAT YOU HAVE LEFT TO DO	**49**

Phoenix Academy Charter Renewal

Appendix

A – SCALE Skills Rubric from

Summit Public Schools

Back to TOC

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Textual Analysis (Close Reading)	Theme/Central Idea	Determining theme(s) /central idea(s) and explaining how they develop and interact in a text	No evidence of identifying a theme or central idea in a text.		Identifies a topic in a text and identifies some details that are relevant to that topic.		Identifies a theme/central idea in a text and identifies some details that are relevant to that theme/central idea.		Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details.		Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details. Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).		Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).		Identifies multiple themes/central ideas in a text and provides a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character). Where applicable, interprets theme/central idea through a critical lens or framework.		Identifies multiple themes/central ideas in a text and provides a sophisticated analysis of their development and interaction with each other and with supporting ideas or other elements in the text, including an evaluation of which theme/central idea is the most significant and why. Where applicable, persuasively interprets theme/central idea through a critical lens or framework.
	Point of View/Purpose	Understanding the point of view or purpose/intent of an author/speaker and how that point of view or purpose/intent shapes the message or meaning of the text	No evidence of identifying the point of view or purpose or an author/speaker		Describes author' s/speaker's point of view or purpose generally or with some inaccuracy.		Accurately describes author's/speaker's point of view or purpose and generally explains how that point of view or purpose/intent is conveyed through details.		Accurately describes author's/speaker's point of view or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.		Accurately describes author's/speaker's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.		Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.		Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Analyzes author' s/speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/speaker's point of view.		All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.
	Development	Analyzing the development of events, individuals, and ideas/concepts over the course of a text	No evidence of analysis of the development of an event, individual, or idea/concept.		Provides a general outline of the development of the key event(s), individual (s), or idea(s)/concept (s) in a text.		Uses specific information in a text to show how a key event, individual, or idea/concept is introduced, explained, and developed in the text.		Explains how events, individuals, and/or ideas/concepts interact within a text and contribute to the development of the storyline or theme/central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/concepts.		Analyzes clearly and accurately the development of a complex event, individual (e.g., someone with conflicting motivations) and/or idea/concept within a text. Analysis includes how the complex event, individual, and/or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.		Analyzes clearly and accurately how a series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.		Analyzes clearly and accurately how a complex series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/among them, and how they contribute to the development of the storyline or theme/central idea of the text.		Analyzes clearly and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/concept or a series of complex events and/or ideas/concepts within a text. Analysis includes an evaluation of the effectiveness of the development.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Structure	Analyzing an author's structural writing choices and how they affect the clarity and effectiveness of arguments, explanations, or narratives	No evidence of structural analysis.		Describes the key organizing features of a text. Explains, in generalities, how a section of text relates to the whole text OR how sections of text relate to each other.		Accurately describes the key organizing features of a text. Explains how a particular sentence, paragraph, or section fits into the overall structure of a text and how it relates to the central idea/theme.		Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/theme of a text.		Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/theme.		Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of particular sections in developing the central idea/theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.		Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.		Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium	No evidence of analysis of author's word choice.		Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.		Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.		Identifies words and phrases that impact the meaning and/or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium. Where applicable, generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.		Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium. Where applicable, clearly analyzes how an author uses or refines the meaning of a key term/concept over the course of a text.
	Selecting Relevant Sources	Selecting sources that support answering a particular research question with relevant, credible information	Selected sources provide no relevant evidence, or sources lack credibility.		Selects sources that contain some information related to the research topic.		Selects sources that are generally relevant to the research topic and mostly credible but may be too broad or too narrow to fully address the research question. Where applicable, sources have some variety in perspective and/or format.		Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide detailed, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.		Selects sources that provide nuanced, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted.		Selects sources that provide nuanced, comprehensive, credible information relevant to the research question at a level of detail and complexity appropriate to the audience and purpose of the research. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted and the impact of those gaps and limitations is discussed.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Using Sources	**Contextualizing Sources**	Recognizing how a source is situated within the world of its origin (time period, location, culture, etc.) and explaining how the meaning of the source is shaped by those conditions	No evidence of contextualizing sources.		Provides partial or inaccurate information about a source's time and place of origin.		Provides accurate information about a source's time and place of origin.		Provides accurate information about a source's time and place of origin and provides some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.		Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.		Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.		Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Clearly explains how these conditions shape the meaning or significance of the source.		Provides thorough, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Uses analysis of these conditions to strengthen and refine an argument or explanation.
	Synthesizing Multiple Sources	Synthesizing information across multiple sources to support an argument or explanation	No evidence of synthesizing information from multiple sources. One source dominates the work.		Information from more than one source is used to support an argument or explanation.		Information from more than one source is used to support an argument or explanation. Sources are described and discussed, but rarely discussed in relation to each other.		Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).		Connections among sources are made by grouping similar information/positions from multiple sources or identifying significant differences between sources (in content and/or type).		Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.		Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.		Significant and nuanced connections are made among the sources and synthesized with the student's own claims or ideas to form a cohesive, supported, compelling argument or explanation.
Inquiry	**Asking questions**	Developing focused, answerable inquiry and research questions	No evidence of asking questions		Questions are peripheral to a given topic.		Questions are relevant to specific topic.		Questions are relevant to a specific topic and are testable or researchable.		Questions are valid, testable or researchable, and based on patterns or observations.		Questions are valid, focused, testable or researchable, based on patterns/observations, current research, and/or a specific model or theory.		Questions are valid, precise, testable or researchable, and based on patterns/observations, specific evidence from current research, and/or a specific model or theory.		Questions are valid, precise, testable or researchable, based on patterns/observations, specific evidence from current research and/or a specific model or theory, and push standard thinking on a given topic or in a particular discipline.
	Hypothesizing	Developing hypotheses and predictions	No evidence of hypothesis or prediction.		Provides a prediction or guess for a hypothesis with limited relationship to the question under investigation.		Provides a prediction or early hypothesis with some relationship to the question under investigation.		Articulates a relevant prediction of the expected results with relation to the question under investigation, but variables are unclearly stated.		Constructs a testable hypothesis about the investigated question, with a basic description of the variables ("if.. then…"). Hypothesis relates to observation, research, or scientific principle.		Constructs a clear, testable hypothesis about the investigated question, with an accurate description of the variables ("if... then..."). Hypothesis is based on observation, research, scientific principle, model, or theory.		Constructs a precise, testable hypothesis about the investigated question, with an accurate explanation of the relationship between variables ("if... then... because...)" Hypothesis is based on observation, research, scientific principle, model, or theory.		Constructs a precise, testable, and insightful hypothesis about the investigated question, with accurate and thorough explanation of the relationship between variables ("if... then... because"). Hypothesis is based on observation, research, scientific principle, model, or theory.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Designing Processes and Procedures	Developing step-by-step processes to follow in the course of answering problems/prompts or conducting inquiries/investigations	No evidence of an action plan to address the problem/prompt		Generates one or more steps to approach a problem/prompt; steps may be out of order or may not fully address the prompt.		Identifies a starting point to address a problem/prompt and creates useful follow-up steps, though steps may be out of order or may not fully address the prompt.		Identifies a starting point to address a problem/prompt and organizes useful follow-up steps in a logical, sequential order. May not fully address the prompt.		Creates an orderly action plan that addresses all aspects of a problem/prompt with some inefficiencies.		Creates a clear and orderly action plan that is mostly replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for some steps or aspects of the plan.		Creates a clear, detailed action plan that is fully replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for several steps or aspects of the plan. Where applicable, includes some alternate or contingency plans.		Creates a clear, detailed, fully replicable action plan to address a problem/prompt as efficiently as possible. Includes a rationale for the complete plan. Where applicable, acknowledges potential weaknesses or limitations of the plan and includes thorough alternate or contingency plans.
	Identifying Patterns and Relationships	Analyzing and organizing information (including numerical and visual) to answer a question or solve a problem	No evidence of analyzing information or identifying patterns.		Information is organized into structures, but structures are not useful. Only simple patterns are identified, or more complex patterns are identified incorrectly.		Organizes information into mostly useful structures. Identifies patterns with some inaccuracies.		Organizes information into mostly useful structures and accurately identifies patterns.		Organizes information into useful structures. Accurately identifies patterns and some relationships among patterns.		Organizes information into useful structures. Accurately identifies significant/relevant patterns and relationships among patterns.		Organizes information into useful structures. Identifies and explains significant/relevant patterns and the relationships among patterns. Makes note of examples and data that do not fit the pattern(s) or relationship(s).		Organizes information into useful structures. Identifies and explains significant/relevant patterns and relationships among patterns. Identifies and explains examples and data that do not fit the pattern(s) or relationship(s).
	Comparing/ Contrasting	Identifying similarities and differences and using them to support, refine, or sharpen an argument or explanation	No evidence of comparing/contrasting.		Identifies minor or surface-level similarities and/or differences.		Identifies significant similarities and differences.		Identifies significant similarities and differences relevant to a specific claim/main idea/thesis.		Identifies significant similarities and differences relevant to a specific claim/main idea/thesis. Explains in a limited way why the similarities/differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences support a specific claim/main idea/thesis. Organizes points of comparison in a way that supports understanding and analysis.		Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/differences refine or sharpen a specific claim/main idea/ thesis. Organizes points of comparison in a way that best highlights and frames similarities and differences for analysis and understanding.
	Modeling	Representing and translating concepts** with models, visual representations or symbols. OR Using appropriate tools to understand and analyze situations and to improve decisions ***Concepts," in this dimension, refers to abstract situations/information, processes, and systems	No evidence of using models, visuals, or symbols to represent concepts.		Identifies surface level components of a concept and develops an accurate visual or model; key features of the concept are missing or only partially represented. OR Most key features are represented, with inaccuracies.		Identifies general components of a concept and develops a partially accurate visual and/or model to represent some key features.		Identifies specific components of a concept and develops an accurate visual and/or model to represent most key features.		Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the relationship of the components to the whole.		Identifies significant components of a concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationship of the components to the whole and makes visible the relationships among components.		Identifies significant components of a complex concept and develops accurate visual(s) and/or model (s) to represent key features. Visual(s) or model(s) highlight the relationships of the components to the whole and the relationships among components. Model allows for manipulation and/or testing of a proposed idea, process, or system.		Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts. Visuals or models highlight the relationships of the components to the whole and the relationships among the components. Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Analysis & Synthesis	**Interpreting Data/Info**	Developing justifiable interpretations of data and/or information from sources	No evidence of interpretation. May describe or summarize empirical data or information from sources with some inaccuracies.		Describes or summarizes empirical data or information from sources.		Provides some partial or general analysis of data/information. May contain errors.		Provides a reasonable interpretation of data/information. May contain minor errors.		Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.		Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose.		Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. Recognizes gaps or outliers in the data/information.		Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and determines which strategy/concept is best for the purpose of the analysis. Considers the context from which the data/information arose. Explains gaps or outliers in the data/information.
	Making Connections & Inferences	Connecting ideas and making inferences based on evidence or reasoning	No evidence of inference or making connections.		Makes surface-level inferences that are only generally based on evidence or are too broad, with minimal connection between a specific example and the larger idea.		Makes inferences that are based on evidence but may be partially formed with gaps in explaining the connection of a specific example to the larger idea.		Makes relevant inferences based on evidence and attempts to identify the larger significance of the inference. Connections between a specific example and the larger idea are clear and appropriate.		Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference. Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.		Makes clear, relevant, thoughtful inferences and explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Connections to the larger idea are clearly made through multiple examples.		Makes clear, highly relevant and thoughtful inferences and thoroughly explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including attempts at non- or counter-examples.		Makes clear, highly relevant, insightful inferences and thoroughly explains their larger significance with sophisticated insight or originality of interpretation. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	No evidence of evaluation. May summarize or restate argument/explanation.		Traces the general arc of an argument or explanation. Begins to evaluate the argument or explanation by making general quality judgments (e.g., "strong" or "weak").		Traces the argument or explanation and identifies specific claims. Evaluates the strength of the overall argument/explanation and some specific claims. Distinguishes claims that are supported by reasons and evidence from claims that are not.		Traces and evaluates the argument/explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.		Delineates and evaluates the argument/explanation and specific claims, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies some false statements and fallacious reasoning (logical fallacies).		Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and considers alternate claims or evidence that would improve the logic of the argument/explanation.		Clearly delineates and evaluates the argument/explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient. Identifies false statements and fallacious reasoning and thoroughly explains alternate claims or evidence to improve the logic of the argument/explanation.		All of Level 7 PLUS Identifies and evaluates the appropriateness of the premise(s) or principle (s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle (s).

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Justifying / Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	No evidence of justifying or explaining.		Provides mostly description of steps, procedures, or phenomena. Explanation or justification is missing or very limited.		Provides a description of specific steps, procedures, or phenomena and provides some explanation or justification for those steps, procedures, or phenomena.		Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/justification with some detail/examples.		Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena in support of an overall solution strategy / procedure or a holistic explanation of the phenomenon. Develops explanation/justification with relevant detail/examples.		Applies a specific premise (such as a disciplinary principle, axiom, or theory) to explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through relevant detail and examples. Acknowledges limitations, tradeoffs, and/or alternate explanations /approaches.		Applies one or more specific premises (such as disciplinary principles, axioms, or theories) to insightfully explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/justification through detail and examples. Responds to limitations, tradeoffs, and/or alternate explanations/approaches.		Uses a variety of logical strategies and relevant, sufficient detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/or alternate explanations/approaches.
	Argumentative Claim	Developing a strong argument through clear, well-sequenced claims in argumentative writing or speaking	Claim is unclear or missing.		Main claim is generally introduced; subclaims are limited, unrelated, or unclear.		Main claim is clearly introduced; subclaims are relevant to main claim.		Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.		Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims & subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims.		Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing. The significance of the claims is clearly established.		Claims and subclaims are clear, precise, and consistent throughout the writing with some nuance; the sequencing of the claims and subclaims creates a coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clearly established and developed.		Claims and subclaims are clear, precise, and nuanced throughout the writing; the sequencing of the claims and subclaims creates a complex and coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clear and persuasive.
	Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized main and supporting ideas	Topic or main idea of writing or speaking is unclear.		Topic of writing or speaking is clear; main idea/thesis is present but somewhat unclear; supporting ideas are limited, unrelated, or unclear.		Main idea/thesis is clear; supporting ideas are relevant to main idea.		Main idea/thesis is clear and focused; supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.		Main idea/thesis is clear, focused, and consistent throughout the writing; supporting ideas are relevant, organized in a way that makes relationships among ideas clear and that supports the reader's understanding.		Main idea/thesis is clear and complex; relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.		Main idea/thesis is complex, focused, and consistent; highly relevant supporting ideas are tightly connected to the main idea and with each other to create a complex and coherent structure that builds the reader's understanding throughout the writing.		Main idea/thesis is complex, precise, and consistent; significant, highly relevant supporting ideas build on the main idea and on one another in an elegant progression to create a complex and coherent structure that builds the reader's understanding throughout the writing.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Composing/Writing	Narrative	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	Orientation, storyline, and/or organization of experiences, events, and/or steps is unclear or missing.		Orientation, storyline, and/or organization of experiences, events, and/or steps are loosely established; experience/event/step sequence may not be logical or unfolds awkwardly; conclusion may be missing.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical or unfolds naturally; narrative techniques are primarily limited to description and/or dialogue; conclusion may be weak.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/events/steps.		Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps.		All of Level 5, plus: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.		All of Level 6, plus: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.		All of Level 7, plus: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.
	Counterclaims	Acknowledging and developing alternate or opposing positions	Counterclaims are not acknowledged.		Implicitly acknowledges counterclaims.		Explicitly acknowledges counterclaims.		Explicitly acknowledges counterclaims and clearly distinguishes them from claims.		Develops counterclaims with some evidence or detail and points out their limitations.		Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.		Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.		Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.
	Selection of Evidence	Using relevant and sufficient evidence to support claims** **In this dimension, which can be applied to both argumentative and explanatory tasks, "claims and subclaims" may also refer to theses/main ideas and supporting ideas.	No evidence or evidence is completely unrelated to statements.		Selects evidence that minimally supports claims because it is limited or weakly related.		Selects some relevant evidence that supports main claim(s). Evidence for subclaims is still limited or weakly related.		Selects a variety of relevant evidence that generally supports both main claim(s) and subclaims.		Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.		Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.		Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims		Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim (s) and subclaims.
	Explanation of Evidence	Analyzing how the selected evidence supports the writer's statements (e.g., claims, subclaims, counterclaims, main ideas, supporting ideas, inferences)	No evidence of analysis/explanation of selected evidence.		Explanation of how selected evidence supports claims or statements is limited, consisting mostly of repeating, rewording, and/or summarizing the evidence.		Provides mostly relevant analysis that partially explains how selected evidence supports claims or statements; may still contain some repeating, rewording, and/or summarizing of evidence.		Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.		Provides clear analysis that accurately explains how the selected evidence supports claims or statements.		Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.		Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis addresses weakness (es) or gaps the evidence.		Provides insightful, compelling analysis that thoroughly, accurately, and concisely explains how the evidence supports claims or statements; where applicable, analysis clearly addresses weakness (es) or gaps in the evidence; analysis is elegant in its precision and/or sophistication and originality.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Integration of Evidence	Representing evidence objectively and accurately (via appropriate quotation, summary, and/or paraphrase) and integrating evidence smoothly and strategically to support an argument, explanation, or analysis	No evidence of integrating evidence from sources		Evidence from sources is presented in an unclear or inaccurate way.		Evidence from sources is presented objectively and accurately. Little attention is given to the placement of evidence within the text.		Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis.		Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements.		Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.		Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.		Evidence is presented objectively and accurately and integrated seamlessly and strategically into the text in a variety of ways that support the argument, explanation, or analysis and develop a consistent and sophisticated tone appropriate to the purpose.
	Organization (Transitions, Cohesion, Structure)	Using paragraph/section structure and transitions to communicate with clarity and coherence	Individual paragraphs are not organized around one idea. Connections between paragraphs or sections are not evident.		Individual paragraphs are organized around one clear idea or claim; connections between paragraphs or sections are sometimes vague.		Paragraphs or sections are connected around a main idea but do not clearly build on one another. Transition words/phrases are present but are often formulaic.		Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.		Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.		Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion.		Sequencing of paragraphs and/or sections creates a coherent whole that deepens understanding of the content and builds toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location.		Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and clearly guides the reader toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location. Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Introduction and Conclusion	Framing a composition with an effective introduction and conclusion, including using the concluding paragraph (s) to extend ideas	Introduction and/or conclusion are not present		Introduction may include some general background or context information about the topic but does not address main idea(s) or claim(s); conclusion is present but does not summarize, restate, or support the main idea (s) or claim(s).		Introduction includes some background or context information about the topic and generally introduces main idea(s) or claim (s); conclusion restates main idea(s).		Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea (s) or claim(s).		Introduction includes relevant background or context information about the topic, introduces main idea (s) or claim(s), and establishes purpose for writing. Conclusion summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s).		Introduction includes relevant and sufficient background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; introduction is engaging. Conclusion summarizes, pulls ideas together, and highlights important points of the content presented; when appropriate, conclusion considers some implication(s) of the content presented.		Introduction clearly contextualizes the topic, and clearly establishes the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, and/or extends ideas as appropriate; when appropriate, conclusion addresses implications or significance of the content presented.		Introduction clearly and concisely contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and outlines the structure of the content that follows; introduction is engaging and inviting. Conclusion strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate; when appropriate, conclusion clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented.
Speaking/Listening	**Discussion / Contribution**	Communicating ideas and contributing to discussion through questioning, connecting, and probing	Does not participate in discussions. No evidence of asking questions that elaborate or contribute to conversation.		Mainly restates general points of discussion. Does not connect to the ideas of others. Questions and responses are generally fact-based with minimal use of high-level questioning strategies or higher order thinking.		Expresses some original ideas and makes some connection to the ideas of others. Questions and responses demonstrate some use of high-level questioning strategies and/or higher order thinking.		Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.		Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes.		Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes, probing reasoning and evidence and/or promoting divergent and creative perspectives.
	Preparation	Entering a discussion or presentation with high-quality evidence (notes, research, connections, questions	No evidence of preparation for discussions.		Prepares general notes for discussion. Notes do not include specific connections to key talking points.		Prepares general notes with some specific connections to highlight key talking points.		Prepares specific notes with connections to highlight key areas. Explicitly draws on those notes to probe and reflect on ideas under discussion.		Comes to discussions having read & researched material for teacher-provided questions; explicitly draws on texts & research to stimulate a thoughtful, well-reasoned exchange of ideas.		Come to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.		Come to discussions with self-generated questions from studying, research, and/or inquiry. Attempts to move discussion along by using those questions at appropriate moments.		Comes to discussions with self-generated, sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
	Norms / Active Listening	Using roles and norms to support collegial discussions and completion of group work	Does not adhere to established norms for collegial discussions.		Inconsistently adheres to established norms for collegial discussions.		Generally adheres to established norms for collegial discussions. Follows specific goals & deadlines. Enacts individual roles with help as needed.		Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals & deadlines. Enacts individual roles independently.		Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals & deadlines. Attempts to establish individual roles within the group as needed.		Adheres to teacher- and group-enforced collegial discussion norms. Effectively facilitates progress toward specific goals & deadlines. Establishes appropriate individual roles within the group as needed.		Adheres to and helps enforce collegial discussion norms. Sets clear goals & deadline and facilitates conversation and interaction to meet them. Manages individual roles within the group as needed.		Applies collegial discussion norms to promote civil, democratic discussions & decision-making. Sets clear and detailed goals & deadlines and effectively facilitates conversation/interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.
	Style and Language (Tone, Academic Language, Syntax)	Using appropriate style in a written product, including academic language, tone, and syntax	Does not use formal language.		Begins to use a formal style but includes a significant amount of informal language. Sentence structure frequently obscures meaning.		Uses a formal style most of the time but may include some informal language. Sentence structure is basic and repetitive or uneven and sometimes confusing.		Consistently uses a formal style with some academic or specialized language. Sentence structure is functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.		Consistently uses a formal style with consistently appropriate academic or specialized language. Sentence patterns are somewhat varied, with strong control over basic sentence structures and variable control over more complex structures.		Consistently uses a formal style and academic/specialized language when most appropriate but also varies style and language effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and effective.		Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.		Style, language, tone, and voice build ethos and high reader engagement. The style, language, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose. Sentence structures are varied, used strategically to enhance meaning, and are often powerful or beautiful.
	Oral Presentation	Using appropriate public speaking strategies to engage the audience and communicate points	No evidence of using appropriate eye contact, adequate volume, or clear pronunciation		Uses minimal eye contact, inconsistent or inappropriate volume, inconsistent pronunciation, and inconsistent or inappropriate body posture.		Attempts to control eye contact, volume, pronunciation, and/or body posture to enhance presentation but may lapse into distracting behaviors at times (too much or not enough eye contact, inappropriate volume, inconsistent pronunciation, or inappropriate body posture--e.g., overly stiff, too much gesticulation).		Uses mostly appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).		Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).		Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.		Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.		Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. Demonstrates a particularly engaging voice or style of presentation.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8
Products & Presentations	**Multimedia in Written Production**	Integrating technology to create high-quality written products	No evidence of integrating technology into writing products.		Uses technology inefficiently or ineffectively to produce/publish writing as well as to interact/collaborate with others.		Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others.		Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.		Uses technology, including the internet, to effectively and efficiently produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas effectively.		Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses carefully selected technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.		Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.
	Multimedia in Oral Presentation	Integrating technology to create high-quality spoken presentations	No evidence of integrating technology into presentations.		Multimedia components & visual displays in presentation are limited, detract from presentation, and/or do not clarify information and ideas.		Some multimedia components (graphics, images, music, sound) and visual displays help clarifyor illustrate information and ideas.		Most multimedia components and visual displays clarify or illustrate information and ideas.		Most multimedia components and visual displays clarify or illustrate information and ideas and strengthen arguments, explanations, and/or narratives by highlighting significant points.		All multimedia components and visual displays are purposeful and effective (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and add interest to the presentation.		Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives.		Multimedia components and visual displays are purposeful, engaging, effective, and strategically/efficiently used to enhance understanding of arguments, explanations, and narratives. Integration of multimedia into presentation is seamless, engaging, and sophisticated.
	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	No evidence of using the conventions of the discipline.		Uses the conventions of the discipline with major errors that severely impede understanding.		Uses the conventions of the discipline with a cumulative pattern of minor errors that impede understanding.		Uses the conventions of the discipline with some minor errors that occasionally impede understanding.		Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.		Uses the conventions of the discipline appropriately with almost no noticeable errors.		Applies the conventions of the discipline consistently to support clear expression of ideas and information. Errors are so few and so minor that the reader would be unlikely to notice them unless specifically looking for them.		Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.
	Precision	Expressing ideas and information with exactness, specificity, and refinement	No evidence of precision.		Express ideas in very broad or general terms. Does not define terms, symbols, etc.		Mostly expresses ideas with adequate specificity for the given purpose. Defines some terms, symbols, etc.		Consistently expresses ideas with adequate specificity for the given purpose. Defines most terms, symbols, etc.		Consistently expresses ideas with clarity and specificity. Consistently defines terms, symbols, etc.		Consistently expresses ideas with clarity and specific, highly relevant detail. Consistently defines terms, symbols, etc.		Expresses ideas with clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc.		Expresses ideas and information with near-perfect clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. Expression is refined and sophisticated.

Domain	Dimension	High-level Description	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7	7.5	8

Phoenix Academy Charter Renewal

Appendix

A – Schedule 9th Grade

Back to TOC

DRAFT: 20/21 Marin's Community School Class Schedule - Q1

Grade: 9 - Freshman **Name: Student D**

Monday Teacher Planning Time 8-9	Tuesday Teacher Planning Time 8-9	Wednesday Teacher Planning Time 8-9	Thursday Teacher Planning Time 8-9	Friday Teacher Planning Time 8-9
Elective 1 or PE **9 - 9:50am**	**Elective 2** **9 - 9:50am**	**Elective 1 or PE** **9 - 9:40am**	**Elective 2** **9 - 9:50am**	**Elective 1 or PE** **9 - 9:50am**
Break 9:50 - 10:05am	**Break 9:50 - 10:05am**	**Break 9:40 - 9:55am**	**Break 9:50 - 10:05am**	**Break 9:50 - 10:05am**
Integrated Science 1 **10:10 - 11:15am** Core 1	**Modern World History** **10:10 - 11:15am** Core 4	**English 9** **10:00 - 10:50am** Core 3	**Algebra 1** **11:20am - 12:20pm** Core 2	**English 9** **10:10 - 11:15am** Core 3
Transition 11:15 - 11:20am	**Transition 11:15 - 11:20am**	**Transition 10:50 - 10:55am**	**Transition 11:15 - 11:20am**	**Transition 11:15- 11:20am**
Algebra 1 **11:20am - 12:20pm** Core 2	**Integrated Science 1** **11:20am - 12:20pm** Core 1	**Modern World History** **10:10 - 11:15am** Core 4	**Integrated Science 1** **11:20am - 12:20pm** Core 1	**Modern World History** **10:10 - 11:15am** Core 4
Lunch **12:20 - 12:55pm**	**Lunch** **12:20 - 12:55pm**	**Transition 11:45 - 11:50am**	**Lunch** **12:20 - 12:55pm**	**Lunch** **12:25 - 1:00pm**
		Elective 2 **11:50am - 12:30pm**		
English 9 **1:00 - 2:00pm** Core 3	**Algebra 1** **11:20am - 12:20pm** Core 2	**Staff Lunch** **12:35 - 1:15pm**	**Mixed Core Time** **1:00 - 2:00pm** ***7-10 English & Social Studies***	**Mixed Core Time** **1:05 - 2:00pm** ***7-10 Science & Math***
		Staff Collaboration Time **1:15 - 3:30pm**		
Break 2:00 - 2:15pm MIDDLE SCHOOL RELEASE	**Break 2:00 - 2:15pm** MIDDLE SCHOOL RELEASE		**Break 2:00 - 2:15pm** MIDDLE SCHOOL RELEASE	**Staff Meeting** **2:10 - 3:00pm**
Elective 3 **2:20 - 3:10pm**	**Elective 3** **2:20 - 3:10pm**		**Elective 3** **2:20 - 3:10pm**	

Subject	Graduation Requirement	Credits Completed
English	40	0
Social Studies	30	0
Science	20	0
Math	20	0
PE	20	0
Art	10	0
Health	2.5	0
Elective	47.5	0
Total	**190**	**0**

Enrolled in:
English
Social Studies
Math
Science
PE
Art
Electives
Health (option)

Phoenix Academy Charter Renewal

Appendix

A – Schedule 10th Grade

Back to TOC

DRAFT: 20/21 Marin's Community School Class Schedule - Q1

Grade: 10 - Sophomore **Name: Student C**

Monday Teacher Planning Time 8-9	Tuesday Teacher Planning Time 8-9	Wednesday Teacher Planning Time 8-9	Thursday Teacher Planning Time 8-9	Friday Teacher Planning Time 8-9
Elective 1 or PE **9 - 9:50am**	**Elective 2** **9 - 9:50am**	**Elective 1 or PE** **9 - 9:40am**	**Elective 2** **9 - 9:50am**	**Elective 1 or PE** **9 - 9:50am**
Break 9:50 - 10:05am	**Break 9:50 - 10:05am**	**Break 9:40 - 9:55am**	**Break 9:50 - 10:05am**	**Break 9:50 - 10:05am**
Integrated Science 2 **10:10 - 11:15am** Core 1	**US History** **10:10 - 11:15am** Core 4	**English 10** **10:00 - 10:50am** Core 3	**Integrated Math 1** **11:20am - 12:20pm** Core 2	**English 10** **10:10 - 11:15am** Core 3
Transition 11:15 - 11:20am	**Transition 11:15 - 11:20am**	**Transition from On-Campus Learning to LTI (Learning Through Interest) & Off-Site Learning**	**Transition 11:15 - 11:20am**	**Transition 11:15- 11:20am**
Integrated Math 1 **11:20am - 12:20pm** Core 2	**Integrated Science 2** **11:20am - 12:20pm** Core 1		**Integrated Science 2** **11:20am - 12:20pm** Core 1	**US History** **10:10 - 11:15am** Core 4
Lunch **12:20 - 12:55pm**	**Lunch** **12:20 - 12:55pm**		**Lunch** **12:20 - 12:55pm**	**Lunch** **12:25 - 1:00pm**
English 10 **1:00 - 2:00pm** Core 3	**Integrated Math 1** **11:20am - 12:20pm** Core 2		**Mixed Core Time** **1:00 - 2:00pm** ***7-10 English & Social Studies***	**Mixed Core Time** **1:05 - 2:00pm** ***7-10 Science & Math***
Break 2:00 - 2:15pm MIDDLE SCHOOL RELEASE	**Break 2:00 - 2:15pm** MIDDLE SCHOOL RELEASE		**Break 2:00 - 2:15pm** MIDDLE SCHOOL RELEASE	**Staff Meeting** **2:10 - 3:00pm**
Elective 3 **2:20 - 3:10pm**	**Elective 3** **2:20 - 3:10pm**		**Elective 3** **2:20 - 3:10pm**	

Subject	Graduation Requirement	Credits Completed
English	40	10
Social Studies	30	10
Science	20	10
Math	20	10
PE	20	10
Art	10	2.5
Health	2.5	0
Elective	47.5	7.5
Total	**190**	**60**

Enrolled in:
English
Social Studies
Math
Science
LTI
Electives
PE
Art (if needed - optional)
Health (if needed - optional)

Phoenix Academy Charter Renewal

Appendix

A – Schedule 11th Grade

Back to TOC

DRAFT: 20/21 Marin's Community School Class Schedule - Q1

Name: Student B **Grade: 11 - Junior**

Monday Teacher Planning Time 8-9	Tuesday Teacher Planning Time 8-9	Wednesday Teacher Planning Time 8-9	Thursday Teacher Planning Time 8-9	Friday Teacher Planning Time 8-9
Elective 1 or PE **9 - 9:50am**	**Elective 2** **9 - 9:50am**	**LTI (Learning Through Interst)** **Off-Site Leanring at Internship** **With Professional Mentor**	**Elective 2** **9 - 9:50am**	**Elective 1 or PE** **9 - 9:50am**
Break 9:50 - 10:05am	**Break 9:50 - 10:05am**		**Break 9:50 - 10:05am**	**Break 9:50 - 10:05am**
Social Studies **10:10 - 11:15am** Core 1	**Integrated Science** **10:10 - 11:15am** Core 4		**English 11** **10:10 - 11:15am** Core 2	**Integrated Math 1** **10:10 - 11:15am** Core 3
Transition 11:15 - 11:20am	**Transition 11:15 - 11:20am**		**Transition 11:15 - 11:20am**	**Transition 11:15- 11:20am**
English 11 **11:20am - 12:20pm** Core 2	**Social Studies** **11:20am - 12:20pm**		**Social Studies** **11:20am - 12:20pm**	**Integrated Science** **11:20am - 12:25pm** Core 4
Lunch **12:20 - 12:55pm**	**Lunch** **12:20 - 12:55pm**		**Lunch** **12:20 - 12:55pm**	**Lunch** **12:25 - 1:00pm**
Integrated Math 1 **1:00 - 2:00pm** Core 3	**English 11** **1:00 - 2:00pm** Core 2		**Mixed Core Time** **1:00 - 2:00pm** ***7-10 English & Social Studies***	**Mixed Core Time** **1:05 - 2:00pm** ***7-10 Science & Math***
Break 2:00 - 2:15pm MIDDLE SCHOOL RELEASE	**Break 2:00 - 2:15pm** **MIDDLE SCHOOL RELEASE**		**Break 2:00 - 2:15pm** **MIDDLE SCHOOL RELEASE**	**Staff Meeting** **2:10 - 3:00pm**
Elective 3 **2:20 - 3:10pm**	**Elective 3** **2:20 - 3:10pm**		**Elective 3** **2:20 - 3:10pm**	

Subject	Graduation Requirement	Credits Completed
English	40	20
Social Studies	30	20
Science	20	20
Math	20	20
PE	20	20
Art	10	5
Health	2.5	0
Elective	47.5	15
Total	**190**	**120**

Enrolled in:

English

Social Studies

Electives

LTI

Math (if needed - optional)

Science (if needed - optional)

Art (if needed - optional)

PE (if needed - optional)

Health (if needed - optional)

Phoenix Academy Charter Renewal

Appendix

A – Schedule 12th Grade

Back to TOC

DRAFT: 20/21 Marin's Community School Class Schedule - Q1

Grade: 12 - Senior **Name: Student A**

Monday Teacher Planning Time 8-9am	Tuesday Teacher Planning Time 8-9am	Wednesday Teacher Planning Time 8-9	Thursday Teacher Planning Time 8-9am	Friday Teacher Planning Time 8-9am
Elective Group 1 or PE **9 - 9:50am**	**Elective Group 2** **9 - 9:50am**	**LTI (Learning Through Interst)** **Off-Site Leanring at Internship** **With Professional Mentor**	**Elective Group 2** **9 - 9:50am**	**LTI (Learning Through Interst)** **Off-Site Leanring at Internship** **With Professional Mentor**
Break 9:50 - 10:05am	**Break 9:50 - 10:05am**		**Break 9:50 - 10:05am**	
English 12 **10:10 - 11:15am** **Core 1**	**Integrated Math** **10:10 - 11:15am** **Core 4**		**Social Studies** **10:10 - 11:15am** **Core 4**	
Transition 11:15 - 11:20am	**Transition 11:15 - 11:20am**		**Transition 11:15 - 11:20am**	
Social Studies **11:20am - 12:20pm** **Core 2**	**English 12** **11:20am - 12:20pm** **Core 1**		**English 12** **11:20am - 12:20pm** **Core 1**	
Lunch **12:20 - 12:55pm**	**Lunch** **12:20 - 12:55pm**		**Lunch** **12:20 - 12:55pm**	
Integrated Science **1:00 - 2:00pm** **Core 3**	**Social Studies** **1:00 - 2:00pm** **Core 2**		**Mixed Core Time** **1:00 - 2:00pm** ***7-10 Science & Math***	
Break 2:00 - 2:15pm MIDDLE SCHOOL RELEASE	**Break 2:00 - 2:15pm** **MIDDLE SCHOOL RELEASE**		**Break 2:00 - 2:15pm** **MIDDLE SCHOOL RELEASE**	
Elective Group 3 **2:20 - 3:10pm**	**Elective Group 3** **2:20 - 3:10pm**		**Elective Group 3** **2:20 - 3:10pm**	

Subject	Graduation Requirement	Credits Completed
English	40	30
Social Studies	30	30
Science	20	20
Math	20	20
PE	20	20
Art	10	7.5
Health	2.5	2.5
Elective	47.5	22.5
Total	**190**	**152.5**

Enrolled in:
English
LTI
Electives
Social Studies (if needed - optional)
Math (if needed - optional)
Science (if needed - optional)
Art (if needed - optional)
PE (if needed - optional)
Health (if needed - optional)

Phoenix Academy Charter Renewal

Appendix

A – School Calendar

Back to TOC

Marin County Office of Education 2020-2021 DISTRICT CALENDAR

Alternative Education

Month	M	T	W	T	F	Student Days	Teacher Days	Monthly Details
August 2020	3	4	5	6	7	8	12	Aug. 14, 17-19: Teacher Non-Student Work Day / Staff Development Aug. 20 : First Day of School
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31							
September 2020		1	2	3	4	21	21	Sept. 7 : Labor Day Holiday
	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30					
October 2020				1	2	22	22	
	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
November 2020	2	3	4	5	6	17	17	Nov. 11: Veteran's Day (Observed) Nov. 25-27: Thanksgiving Break
	9	10	11	12	13			
	16	17	18	19	20			
	23	24	25	26	27			
	30							
December 2020		1	2	3	4	14	14	Dec. 21- Jan 1: Winter Break
	7	8	9	10	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30	31				
January 2021					1	18	19	Jan 4 : Teacher Non-Student Work Day / Staff Development Jan. 18: MLK Holiday
	4	5	6	7	8			
	11	12	13	14	15			
	18	19	20	21	22			
	25	26	27	28	29			
February 2021	1	2	3	4	5	15	15	Feb. 15-19: Mid-Winter Break
	8	9	10	11	12			
	15	16	17	18	19			
	22	23	24	25	26			
March 2021	1	2	3	4	5	22	23	March 15: Teacher Non-Student Work Day / Staff Development
	8	9	10	11	12			
	15	16	17	18	19			
	22	23	24	25	26			
	29	30	31					
April 2021				1	2	17	17	Apr. 5-9: Spring Break
	5	6	7	8	9			
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
May 2021	3	4	5	6	7	20	20	May 31: Memorial Day
	10	11	12	13	14			
	17	18	19	20	21			
	24	25	26	27	28			
	31							
June 2021		1	2	3	4	6	7	June 8: Last Day of School June 9: Teacher Non-Student Work Day / Staff Development
	7	8	9	**10**	11			
	14	15	16	17	18			
	21	22	23	24	25			
	28	29	30					
Total Days:						**180**	**187**	

Calendar Details

First Day of School:
ALL STUDENTS
August 20, 2020

Teacher Non-Student Work Day / Staff Development
August 14, 17-19, 2020
January 4, 2021
March 15, 2021
June 9, 2021

Staff Holidays
September 7, 2020
November 11, 2020
November 26 and 27, 2020
December 24, 25 and 31 , 2020
January 1, 2021
January 18, 2021
February 15 and 19, 2021
May 31, 2021

Thanksgiving Break:
Nov. 25-27, 2020

Winter Break:
Dec. 21, 2020 - Jan. 1, 2021

Mid-Winter Break:
Feb. 15-19, 2021

Spring Break:
April 5-9, 2021

Last Day of School:
ALL STUDENTS
June 8, 2021

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A – Student Admissions Form

Back to TOC

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MARIN COUNTY OFFICE OF EDUCATION
STUDENT ADMISSION

School Year	Grade

Has your student ever attended school in the Marin County Office of Education? ☐ YES ☐ NO

Student First Name	Student Middle Name	Student Last Name	Other Last Name (if applicable)

Gender Identification: ☐ Male ☐ Female ☐ Non-Binary	Birth Date: Month/Day/Year	Grade:	Student Contact Info: Student Cell Phone ( )

Parent/Guardian First Name	Middle Name	Last Name	Contact Information: Work Phone: ( ) Cell Phone: ( )

Parent/Guardian Home Address	Street	Apt. #	City	State	Zip Code

Parent/Guardian First Name	Middle Name	Last Name	Contact Information: Work Phone: ( ) Cell Phone: ( )

Parent/Guardian Home Address	Street	Apt. #	City	State	Zip Code

Mailing Address (if different from above	Street	Apt. #	City	State	Zip Code

Parent E-Mail	Student E-Mail

WHAT IS YOUR STUDENT'S ETHNICITY? (Please check one):

☐ Hispanic or Latino (A person of Cuba, Mexico, Puerto Rico, South or Central America, or other Spanish culture or origin, regardless of race)

☐ Not Hispanic or Latino

WHAT IS YOUR STUDENT'S RACE? (Please check up to five racial categories):

The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

☐ American Indian or Alaskan Native (100)
(Persons having origins in any of the original people of North, Central or South America)

☐ Chinese (201)
☐ Japanese (202)
☐ Korean (204)
☐ Vietnamese (204)
☐ Asian Indian (205)
☐ Laotian (206)
☐ Cambodian (207)
☐ Hmong (208)
☐ Other Asian (299):_____
☐ Hawaiian (301)
☐ Guamanian (303)
☐ Samoan (303)
☐ Tahitian (304)
☐ Other Pacific Islander (399)
☐ Filipino/Filipino American (400)
☐ African American or Black(600)
☐ White (700)
(Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East)

Parent/Guardian Education - Check the response that describes the education level of the most educated parent:

☐ Graduated Degrees or Higher (10)
☐ College Graduate (11)
☐ Some College or Associate's Degree (12)
☐ High School Graduate (13)
☐ Not a High School Graduate (14)

Date student first attended school in the U.S.

_____
Month Day Year

Date student first attended school in the California

_____
Month Day Year

Student's Birthplace:

City: _____ State: _____ Country: _____

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM

Back to TOC

HOME LANGUAGE SURVEY: Indicate only one language (most frequently used) per line:

1. What language/dialect does your son/daughter most frequently use at home? _____
2. Which language/dialect did your son/daughter learn when they first began to talk? _____
3. What language/dialect do you most frequently speak to your student? _____
4. Has your student taken the following: CELDT or ELPAC (CA English Language Development Test)? ☐ YES ☐ NO ☐ I don't know

In which language do you wish to receive written communication from the school? _____

Residence – where is your student/family currently living? **(Federally mandated) – Please check the appropriate box:**

- ☐ In a single family, permanent residence (house, apartment, condo, mobile home)
- ☐ Doubled-up (sharing housing with other families/individuals due to economic hardship or loss) (11)
- ☐ In a shelter or transitional housing program (10)
- ☐ In a motel/hotel (09)
- ☐ Unsheltered (car/campsite) (12
- ☐ Other (15), please specify _____

What is the student's current housing situation? (Please complete information, for parent/guardian with whom the student lives with):

- ☐ One Parent Household
- ☐ Two Parent Household
- ☐ Guardian(s)
- ☐ Short Term Program
- ☐ Foster Home
- ☐ Other: _____

Is the above (checked) person(s) the student LEGAL Guardian? ☐ YES ☐ NO, please complete a "Caregiver Affidavit"

Parent/Guardian Information (with whom the student lives):

Parent/Guardian 1 Full Name: _____

Employer: _____ City: _____ Daytime Phone #: _____

Parent/Guardian 2 Full Name: _____

Employer: _____ City: _____ Daytime Phone #: _____

If there is a legal custody agreement regarding this student, please check one: ☐ Joint Custody ☐ Sole Custody ☐ Guardian

Duplicate Mailing – If divorced/separated and joint custody allows duplicate mailing/information will be provided to the other parent. Please include their name, address, and phone number, and attach a copy of custody order showing joint custody.

Full name: _____ Phone #: _____

Mailing Address: _____ City: _____ State: _____ Zip: _____

Most Recent School Student Attended:

School	Address/City/State/Zip	Grade(s)	Date(s)

Is there anything else you would like to tell us that would help us understand your student better?

_____

_____

_____

_____

_____

Signature of Parent/Guardian: _____ **Date:** _____

PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM

Back to TOC

Marin's COMMUNITY SCHOOL
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OFICINA DE EDUCACIÓN DEL CONDADO DE MARÍN
FORMA DE ADMISIÓN ESTUDIANTIL

AÑO ESCOLAR	GRADO

¿Alguna vez ha asistido su estudiante a las escuelas públicas de Condado de Marín? ☐ YES ☐ NO

Primer Nombre del Estudiante	Segundo Nombre	Primer Apellido	Segundo Apellido (si aplica)
Genero: ☐ Hombre ☐ Mujer ☐ No Binario	Fecha de Nacimiento	Grado:	Numero de Teléfono del Estudiante
Nombre del Padre/Tutor	Segundo Nombre	Apellido	Numero de Teléfono

Dirección de Hogar	Calle	Apt. #	Cuidad	Estado	Zip

Nombre del Padre/Tutor	Segundo Nombre	Apellido	Numero de Teléfono

Dirección de Hogar	Calle	Apt. #	Cuidad	Estado	Zip

Dirección de Correo (si es diferente a la anterior)	Calle	Apt. #	Cuidad	Estado	Zip

Correo Electrónico del Padre/Tutor	Correo Electrónico del Estudiante

¿Etnicidad De Su Estudiante? (Marque Una)

☐ Hispano o Latino (Personas cuya cultura u origen es de Cuba, México, Puerto Rico, Centro o Sudamérica, sin importar su raza)
☐ No Hispano o Latino

¿Cuál Es La Raza De Su Estudiante? (Por favor no marque más de cinco opciones)

La parte de la pregunta que aparece arriba es sobre etnicidad, no sobre raza. Independientemente de la opción que elija, favor de continuar respondiendo lo que sigue, marcando uno o más de los cuadritos, para indicar la que considera que es su raza.

☐ Indígena Americano o Nativo de Alaska (100)
(Personas cuyo origen es de los pueblos nativos de Norte, Centro o Sudamérica)
☐ Chino (201)
☐ Japonés (202)
☐ Coreano (204)
☐ Vietnamita (204)
☐ Indio de Asia (205)
☐ Laos (206)
☐ Camboyano (207)
☐ Hmong (208)
☐ Otro Asiático (299):_____
☐ Hawaiano (301)
☐ Guamés (303)
☐ Samoa (303)
☐ Tahitiano (304)
☐ Otro grupo de las Islas del Pacifico (399)
☐ Filipino/Filipino Americano (400)
☐ Afro Estadunidense o Descendiente Africano (600)
☐ Blanco (700)
(Personas cuyo origen es de los pueblos nativos de Europa, Norte África o el Medio Oriente)

Educación de los Padre/Tutor: Marque la respuesta que describa el nivel del padre con mayor grado de educación escolar.

☐ Con licenciatura o con postgrado (10)
☐ Se guardó del *colegio* (universidad) (11)
☐ Algo de *colegio* (incluye AA degree) (12)
☐ Se guardó de *high school* (secundaria y preparatoria) (13)
☐ No se graduó de *high school* (secundaria y preparatoria) (14)

Fecha en que el Estudiante asistió por vez primera a la escuela en EE.UU.

_____
Mes Día Año

Fecha en que el estudiante asistió por vez primera a la escuela en California

_____
Mes Día Año

Lugar de nacimiento del estudiante:

Cuidad: _____ Estado: _____ País: _____

POR FAVOR DE COMPLETAR LA INFORMACIÓN DEL OTRO LADO DE EL FORMULARIO

Back to TOC

Encuesta Sobre El Idioma En Casa: Indique solo un idioma (que usa mas) por pregunta

1. Cual idioma o dialecto habla su estudiante más frecuentemente en la casa? _____
2. Cual idioma o dialecto aprendió su estudiante cuando empezó a hablar? _____
3. Cual idioma o dialecto le habla usted más frecuentemente a su estudiante? _____
4. Alguna vez ha tomado su estudiante el examen: ¿CELDT o ELPAC (La evaluación de desarrollo del idioma ingles de California)?
   ☐ SI ☐ NO ☐ NO SÉ

¿En cuál idioma desea recibir comunicación escrita de la escuela?

¿Tipo De Vivienda Actual – Donde está su familia viviendo actualmente? (Requerido por el Gobierno Federal) – Marque opciones que aplican:

☐ Residencia permanente con familia (casa/apartamento/condominio/casa móvil)
☐ Con más de una familia en una casa o apartamento a causa de lo económico (11)
☐ En un refugio o programa de vivienda en transición (10)
☐ En un motel/hotel (09)
☐ Sin residencia (carro o campamento) (12)
☐ Otro (15), especifique _____

¿Cuál es la situación actual de la vivienda del estudiante? (Marque la opción que aplica para el Padre/Guardián que está viviendo con el estudiante):

☐ Hogar de un padre
☐ Hogar de dos padre
☐ Guardián(es)/Tutor(es)
☐ Programa de Corto Plazo
☐ Casa de Hogar
☐ Otro: _____

¿Es La Persona Mencionado/a Arriba El Guardián Legal Del Estudiante? ☐ SI ☐ NO, si no por favor de llenar una declaración jurada de la persona encargada

Información de los Padres/Guardianes (los que viven con el estudiante):

Padre/Tutor 1 Nombre Completo: _____ Relación: _____

Empleador: _____ Cuidad: _____ Número de Teléfono: _____

Padre/Tutor 2 Nombre Completo: _____ Relación: _____

Empleador: _____ Cuidad: _____ Número de Teléfono: _____

Si hay un acuerdo de custodia legal con respecto al estudiante, marque uno: ☐ Custodia Compartida ☐ Custodia exclusiva ☐ Guardián

Correo Duplicado – Si está divorciado/a o separado/a y tiene la custodia conjunta que le permite duplicar y compartir la información con su esposo/a, por favor de incluir el nombre, dirección y número de teléfono del otro padre:

Nombre completo: _____ Número de Teléfono: _____

Dirección de Correo: _____ Cuidad: _____ Estado: _____ Zip: _____

Escuela Donde El Estudiante Asistió Recientemente:

Escuela	Dirección de la Escuela	Grado	Fecha

¿Hay algo más que desea compartir que nos ayude a entender mejor a su estudiante?

_____

_____

_____

_____

_____

Firma del Padre/Tutor: _____ **Fecha:** _____

POR FAVOR DE COMPLETAR LA INFORMACIÓN DEL OTRO LADO DE EL FORMULARIO

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A – Student Handbook (English)

Back to TOC

Marin's Community School
Phoenix Academy

2019 - 2020 Student and Parent Handbook

Welcome to Marin's Community School, Phoenix Academy, and Oracle Independent Study Programs. We serve all Marin County students and families through a small, highly personalized program that ensures students have all doors of opportunity open to them upon graduation.

Mission

We empower each other to follow our passions and lead purposeful lives.

Vision

We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals. At Marin's Community School, we value:

- Multiculturalism: Solving complex global problems requires cultural understanding, empathy, and the ability to learn and work with others from diverse backgrounds; as well as a deep connection with one's own cultural background.
- Achievement: Educational equity is the foundation of a more just society. With the appropriate support and hard work, we can all achieve at high levels.
- Resilience: Through robust supports and caring relationships, we can help each other remove barriers to live healthy, purposeful lives.
- Innovation: Through reflection, collaboration, and creative problem solving, we will continually improve.
- Networks and Relationships: By developing strong relationships, we can positively change the world. Through our networks and relationships, we will support each other to take positive academic and social risks in school and beyond.

Student Outcomes

All students are prepared for success in college, career, and life upon graduation.

- Academics: Students will master the content knowledge and skills necessary to be successful in the modern economy.
- Mindsets, Essential Skills, and Habits: In addition to academic mastery, all students will develop the skills of self-efficacy, self-management, growth mindset, and social awareness to enable them to continue to learn as they set and achieve their goals.
- Personal Goals: All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.

Learning at Marin's Community School

Strongly aligned to support our mission, vision, and values, our school program enables students to achieve academic, social, and emotional development through a model that supports and engages students individually through the tenets of rigor, relevance, and relationships.

Rigor

We engage students through a curriculum aligned to the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the California Framework for History and Social Science. All of these standards have been recently updated to ensure that in addition to core content, students also learn the skills and habits of mind they need to be successful. When students come to our school, they go through an admissions process through which we determine their academic strengths and areas for growth. Through this process, we develop an individualized education plan for each student that prepares them for a wide range of postsecondary options. Students come with many strengths, and we help students build upon those strengths to establish a firm foundation for lifelong learning.

Integrated Core

Teachers of the core content areas (English, math, science, and social studies) will use their learning spaces and time in flexible ways to ensure that each student gets the support he or she needs to accelerate learning or fill in gaps from previous educational experiences. Students will work with individual teachers as necessary to support their personalized learning needs. Students will be organized in various groupings and will have access to a myriad of instructional strategies including Socratic seminars, small group tutorials, whole class discussion, direct instruction, and individual work and reading time.

Social and Emotional Learning

Mindsets, Essential Skills, and Habits

In addition to mastering academic content and skills, all students will develop mindsets, essential skills, and habits necessary to achieve success after high school. Students will increase their confidence as learners as they overcome challenges and learn how to better regulate their own emotions and navigate relationships with others. Every teacher works with a "Learning Coach" who specifically helps coach students on their social and emotional development during class. In this way, students receive in the moment coaching and feedback to develop academically, socially, and emotionally.

Personal Goal Setting

All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent. They will work with mentors to set long-term and short-term goals, and to reflect on their progress toward achieving them. Based on these goals, each student has a “graduation road map” to guide them to achieve their postsecondary goals.

Project Based Learning

In order for students to be engaged and to develop an enduring understanding of content, we need to contextualize knowledge and skills for students. Teacher teams will be in regular communication with community members and will identify challenging local and global issues to provide contexts for interdisciplinary work. Project-based learning provides a common experience for all students to make meaning of their learning and develop important skills such as collaboration and communication. At the same time, it provides the opportunity for students to learn at their own pace within a project and to identify their own areas for growth. Having authentic audiences for project presentations adds a level of urgency to the learning process and ensures that students acquire the skills and networks they need for success after high school.

Competency-Based Learning

Through competency-based learning, students advance through the curriculum at their own pace, receiving timely, differentiated support based on their individual learning needs. Rather than getting credit for seat time, students need to show mastery of certain content and skills in order to advance. This system allows us to support students as they learn at different rates, so that students are neither held back nor penalized if they need extra time to master a concept. Competency-based learning allows us to guarantee that students will be prepared for college, work, and life. Families will hear a lot from us over the year about how this system supports student learning (see Family Engagement section).

Immersive Technology

We will facilitate our learning using technology to support students and teachers, simulating a modern work environment.

Students will have access to individual Chromebooks throughout the day to support their learning and will have access to a wide variety of software that will support their learning. In addition, we will facilitate connections with local, national, and international experts to broaden our students’ networks and opportunities.

Relevance

Student voice and choice in their own learning is key to providing relevant learning opportunities. At Marin’s Community School, students will work with teachers to identify what

they are passionate about. For example, if they are interested in immigration, they can study science, social studies, and English standards through learning about immigration. Our projects create situations where students “need to know” something, and therefore are more motivated to learn.

Relationships

We value networks and relationships as keys to support student success. Strong relationships with teachers, peers, parents, families, and community members will support students in taking greater academic risks, leading to deeper learning. With support, students will develop networks with mentors, community businesses, and universities to expand opportunities beyond graduation, helping them build the social capital they need to expand their opportunities. All students will have opportunities to participate in internships where they learn in the community while developing skills and habits of success for their futures.

Graduation and Credit Recovery

Graduation Roadmap

When you enroll at Marin’s Community School, you will be assessed for what you already know, and placed in the appropriate courses. We want to ensure that students are always engaged and learning. Each student will have a “Roadmap” to guide them to ensure they graduate from high school prepared for his/her postsecondary goals.

Competency-Based Grading

Within each course, students may learn at their own pace. If students already know a concept, they may move on in their learning. If they need extra time and support, students will not be penalized for needing more time. Grades in core classes (math, science, English, and social science) will be determined by each student's mastery of the skills and content knowledge of the course. Core courses are designed to be completed within one year. However, if a student masters the concepts in a shorter amount of time, they may move on to the next course. In this way, students can accelerate their learning. Similarly, if a student needs additional time, the grade will be incomplete until the concepts and skills are mastered. Elective courses will each have a set of learning goals that will need to be mastered in order to receive credit. Elective courses will be between 6 weeks to 1 year in duration.

Grade Reporting

Grades may be modified throughout the course of a year as the teacher gathers more evidence of student learning. We will provide tutorials for students and parents to interpret student information provided through our Learning Management System.

Letter grades will be reported each quarter. If students demonstrate that they have learned concepts they previously did not understand, students' grades and/or credits may be increased to reflect what students know and can do.

Graduation Requirements

Marin County Office of Education graduation requirements is listed below.

California Law (Education Code 51225.1) provides that foster youth, homeless students, students of military families, and/or former juvenile court students in their third or fourth year of high school shall be exempted from MCOE graduation requirements and may obtain a high school diploma by meeting the state-mandated graduation course requirements **UNLESS** the district makes a finding that the pupil is reasonably able to complete the district's additional graduation requirements by the end of the pupil's fourth year in high school.

MCOE Requirements	**California Graduation Requirements**
40 credits English	30 credits English
10 credits Math	10 credits Math
10 credits Algebra 1	10 credits Algebra 1
30 credits Social Studies 10 World History 10 US History 5 Government 5 Economics	30 credits Social Studies 10 World History, Culture, and Geography 10 US History and Geography 5 Government and Civics 5 Economics
20 credits Science 10 Life Science 10 Physical Science	20 credits Science 10 Biological 10 Physical
10 credits Fine Arts or Foreign Language	10 credits Visual or Performing Arts, Foreign Language

20 credits Physical Education	20 credits Physical Education
2.5 credits Health	
47.5 credits Elective	

Community Practices

At Marin's Community School, we understand that relationships are necessary for our success, and that building and maintaining a culture of respect is part of ensuring we support one another. We will co-develop a set of Community Agreements at the start of each quarter, so that all members of our community, including students, are a part of a system of mutual accountability and responsibility. To build and support our community, we will implement several practices.

Building Habits for Success

Part of ensuring a safe and respectful campus is our intentional focus on helping students develop and strengthen their mindsets, essential skills, and habits of mind. For a fuller description of these skills, see the academics section above. In addition to the classroom, we will reinforce cultural practices that support these skills throughout the school day and week.

School Expectations and Rules

The following expectations are built on the idea that we are a community and we hold each other to high standards of behavior based on respect for one another, the school and the community. We promote behavior that leads to the physical and mental safety of all community members.

Attendance

Learning happens when students attend school, and conversely, students cannot learn when they are not here. In addition, because of their group project responsibilities, student's attendance affects the success of their classmates as well. We expect that all students will be at school every day, on time and ready to learn. We are a closed campus so that students can focus on school.

Student absences may be excused by a parent or guardian who should call the main office (415-491-4581) as early as possible the day of the absence. Absences will only be excused for the following reasons:

1. Illness
2. Medical appointments (all effort should be made to have those appointments after school hours)
3. Death/funeral of a family member
4. Other justifiable personal reasons including but not limited to attendance at a religious ceremony; college visits; and bereavement. Students should clear these absences with the office ahead of time.

Behavioral Expectations

As described above, we expect students to behave in ways that promote respect and responsibility to themselves, their peers, and their environment, whether in a classroom, at lunch, in the office, or in the community. In the case that a rule has been broken, we will first try to address the harm done to the community through restorative practices, if the infraction does not create a dangerous situation. For a full description of our progressive discipline process, please see the attached appendix.

Model Citizenship Before, During, and After School

As Marin's Community School Scholars, we agree to hold ourselves and others to high standards of behavior before, during, and after school. In the interest of maintaining those standards, as well as our relationships with neighbors and the community, we ask students to follow the guidelines below:

- Cross at the crosswalks, for your safety.
- Don't congregate in neighbor's yards or other places between school and your destination.
- Do not smoke or use other tobacco or nicotine products (they are illegal on school campus and events, even if you are 18).

Because we have responsibility to ensure the safety of students on their way to school, on their way home, and at all school activities on or off campus, students are held to school behavior expectations during those times as well, and students who break school rules, or break the law will be subject to school consequences.

Items Inappropriate or Illegal for School

At Marin's Community School, we want everyone to be safe and to have a healthy learning environment. Students may not bring any illegal substances or items to school under any circumstances. These items include (but are not limited to):

- Weapons of any type.
- Alcohol, marijuana, THC or cannabis in any form, or any other controlled substances.
- Cannabidiol (CBD) or any food or supplements that contain CBD.
- Paraphernalia for any of the above.

- Cigarettes, vaping devices, matches, lighters (even if the student is 18, these items are illegal at school).

Students should not bring any of the following items to school. The first time these items are found in a student's possession, the item will be returned to a parent. The second time, the item will be confiscated. In the case of inappropriate clothing, the student will have to change into appropriate clothing from home. These inappropriate items include but are not limited to

- Cash exceeding $40, blank checks or credit cards.
- Any clothing with gang-related insignia.
- Any clothing or items with hate language or hate symbolism.
- Any clothing or items with alcohol, drug, or cigarette/tobacco/nicotine advertisement or glorification.
- Any clothing or items with sexually explicit words or pictures.
- Any clothing or items depicting glorification of violence or weapons.
- Markers, spray cans, and nozzles.
- Skateboards.

Dress Code

In order to maintain a professional environment and to maintain safety for community members, students are not permitted to wear attire that is disruptive to the school environment, that promotes illegal or harmful activities, or that could endanger the health and safety of anyone on campus. Students must follow the dress code outlined below:

- No hate language or references to hateful content
- No words or images that are judged by staff to be obscene, offensive, violent, sexually explicit, related to weapons, or references to anything illegal

Classroom Behavior

We expect each classroom and all school areas to be safe, calm learning environments. Any student who disrupts the learning process will receive school consequences. If a student cannot respond to the teacher's requests to observe the classroom rules, and office/campus supervision staff must be called, progressive discipline will be implemented including administrative/student conferences, detention, restorative conversations, probation contracts, parent/guardian meetings, probation meetings, administrative suspensions, police contact or expulsion.

Sexual Harassment Policy

Sexual Harassment in any form will not be tolerated in the Marin County Office of Education Alternative Education Programs. Please refer to the Sexual Harassment Policy in the Appendix section.

Cellular Telephone/Telephone Use

Cellular telephones can be powerful tools for learning, collaborating, and communicating. There will be times during school when students use phones for a variety of purposes. However, there

may be times when your teacher, classmates or visitors may need your undivided attention, and you will be asked to put your cell phones away. In that case, students must silence phones and put them away, or the cell phone could be confiscated.

Consequences

- If students continue to violate the policy, we will have a parent conference and/or prohibit the student from bringing a phone to school at all

Computer Use

As part of maintaining a safe and healthy environment for learning, students must abide by the Acceptable Use Technology Agreement they sign upon enrolling. As will any other device, students may not use cell phones to access inappropriate, illegal, or disruptive content information.

Search Policy - Notice to Students, Parents, and Guardians

In the interest of student health and safety, school officials occasionally must search students and the belongings of one or more students. If this intervention is necessary, the following procedures will be observed.

- School officials may conduct searches of students' purses, pockets, backpacks, and automobiles when students are reasonably suspected of having violated a law or a school rule or when the student voluntarily consents to the search. Participation in non-curricular activities may be conditioned on a student giving consent to being searched.
- Searches of students and their belongings will be reasonably related to the objective of the search and will be as unobtrusive as possible.
- Students who smell of alcohol will be asked to take a sobriety test.
- School officials may conduct periodic sweeps for health and safety concerns and in the event of potentially serious danger to persons or property.

Behavioral Interventions and Support

Restorative Practices

Restorative practices are a strategy for addressing student behavior before infractions occur, and to repair the harm done to the victim and community. Restorative strategies are used if all parties to an incident are in agreement.

Mental Health Services

We have a mental health clinician on campus 80% of the time to provide all students with crisis intervention and some students with ongoing counseling. We offer a therapeutic group through Bay Area Community Resources centered on helping students make healthy choices, and we help facilitate meetings with mental health care providers on or off campus. In addition, our Family Empowerment Specialist can help families connect with Marin County Health and

Human Services mental health providers through Access or through their own health insurance. Please contact the main office - 415-491-0581 - to be connected with support.

Suspensions (Off-Campus and In-House)

Suspensions are reserved for serious or repeat infractions as described in the California Education Code. School officials will supervise students in In House suspension. Students will give up their cell phones, and the teachers or administrators will provide school work for the duration of the In House suspension. After talking to a parent or guardian, we will dismiss students to serve off-campus suspensions at home. Unless students are under the influence, we will ask them to leave campus immediately, and they may not return until the period of suspension is over. If a student is under the influence, we will release them only to a capable adult on their contact list.

Probation Involvement

Our programs have a close partnership with the Marin County Juvenile Probation Department. Probation officers visit our campus frequently to support their clients and to work with students and staff. We welcome the active participation of the Probation Department and recognize their importance to the safety and success of our program. Probation officers are notified of serious student infractions if they are on probation, and also of commendations and achievements.

Police Involvement

We have close partnerships with the San Rafael Police Department (SRPD) which has assigned a School Resource Officer (SRO) to our campus. Police are notified if a student infraction is against the law. The SRO provides consultation and advice to the students and adults of the school programs.

Determining a Path to Success

Upon enrollment in our programs, each student will meet with the College and Career Specialist to determine short- and long-term goals, and to create an individual Road Map for Success. We work with students and families to modify the road map as the student progresses and/or finds other interests.

We offer a safe and supportive environment in which students will gain the knowledge and skills they need for success after high school. Nevertheless, students sometimes wish to return to their District schools for a variety of reasons.

Returning to District School

To receive a recommendation to return to school, students must:

1. Attend school daily.
2. Be on time to class and stay at school for the full school day.
3. Make progress in the high school curriculum through their personalized learning plans.
4. Observe school and classroom rules.
5. Establish appropriate school behaviors.

School District Boards and/or School Attendance Review Boards may set additional requirements students must meet before returning to their district programs.

Length of Time Enrolled at MCS/PA

Some students and families find our supportive, small school environment a great match for their educational needs and choose to stay in our programs. Return to District is always determined on an individual basis. However, some general guidelines apply.

- If a student has been expelled, the district will set the duration of the expulsion and will set the conditions for return.
- If a student has been referred through a School Attendance Review Board (SARB), the student remains in our programs for the semester the referral was made and the following semester. Districts usually want to see a positive recommendation from staff before the student will be re-admitted to a district program.
- Good academic progress, attendance, and behavior will assist students who want to return to their District programs. The District of residence will determine the school each student will attend upon their return to the district. For students with an IEP, the IEP team will determine placement.

Partnerships

Marin's Community School has many partner organizations that provide services and support to students and families. Below is a partial list.

Bay Area Community Resources
BACR provides therapeutic services for Marin's Community School students, including group and individual services to address substance use.

College of Marin
We partner with the College of Marin (COM) to allow students to visit the campuses, sit in on classes, and co-enroll in college courses. We will be connecting students to mentors and advisors as they make connections that lead to college enrollment after graduation.

Golden Gate Transit
Applications to apply for a free Youth Pass-through Golden Gate Transit are part of the admissions packet. For more information, contact Golden Gate Transit at 511 or at www.goldengate.org

Huckleberry Youth Programs
Huckleberry Youth Programs provides individual counseling regarding substance use and abuse and organizes group sessions around topics relevant to the students.

Marin Community Clinics
Marin Community Clinics provide a variety of resources and opportunities for students who are also their patients. Resources include mental health services, a teen clinic, Health Hubs, access to the food pantry, nutrition classes and more.

Marin County Health and Human Services
Through several departments, our students receive support through Marin County's Health and Human Services Department. They provide on-site therapy, as well as connect families to off-site services as well.

Marin County Juvenile Probation Department
The Probation Department provides daily support to our students through an officer who visits the school daily to establish relationships and to offer advice to the students. The department also provides funding for our support staff, including learning coaches and a mental health provider.

Marin County Sheriff's Department
We have a School Resource Officer assigned to our campus through the sheriff's department who visits the campus and provides guidance to our students and staff.

Marin Shakespeare Company
Students get to explore theater and dramatic expression through our work with Marin Shakespeare Company. We also get tickets to local productions.

Multicultural Center of Marin
Multicultural Center of Marin works closely with our school to plan and present parent education classes, provide real-world learning opportunities for students, and through shared staff such as our Learning Coaches to support the academic and social/emotional growth of our students.

San Rafael Police Department
The SRPD provides a School Resource Officer who knows and mentors students to provide guidance and support.

San Rafael City Schools (School Lunches)
San Rafael City Schools provides lunch to our students. Applications for the National School Lunch Programs are a part of the admissions packet. We will support families in applying and you may also purchase the lunches on a monthly basis.

Phoenix Academy Charter Renewal

Appendix

A – Student Handbook (Spanish)

Back to TOC

Marin's Community School
Phoenix Academy

2019 - 2020 Manual Para Padres y Alumnos

Bienvenido a la Escuela Comunitaria de Marín, la Academia Phoenix y el programa de estudio independiente Oracle. Atendemos a todos los estudiantes y familias del Condado de Marín a través de un pequeño programa, altamente personalizado que garantiza que los estudiantes tengan todas las puertas de oportunidades abiertas para poder graduarse.

Misión

Nos fortalecemos mutuamente para seguir nuestras pasiones y llevar vidas con propósito.

Visión

Prepararemos a TODOS los estudiantes con el conocimiento, las habilidades y los hábitos necesarios para tener éxito en la universidad, su carrera y en la vida. Al involucrar profundamente a cada estudiante a través de experiencias de aprendizaje personalizadas, nuestros estudiantes dominarán el contenido académico riguroso y desarrollarán habilidades para el lugar de trabajo moderno. Nuestros estudiantes se convertirán en ciudadanos globales conscientes a medida que resuelven problemas del mundo real y fortalecen sus conexiones con otras personas y el medio ambiente. A través de nuestro entorno colaborativo, de apoyo e inclusivo, nuestros estudiantes diversos desarrollarán sus habilidades sociales y emocionales y encontrarán caminos individuales para alcanzar sus metas. En la escuela comunitaria de Marín, valoramos:

- Multiculturalismo: resolver problemas globales complejos requiere comprensión cultural, empatía y la capacidad de aprender y trabajar con otros de diversos orígenes; así como una profunda conexión cultural de nuestras propias raíces.
- Logró: la igualdad educativa es la base de una sociedad más justa. Con el apoyo adecuado y el trabajo duro, todos podemos lograr a altos niveles.
- Resiliencia: a través de apoyos sólidos y relaciones de cuidado, podemos ayudarnos mutuamente a eliminar las barreras para llevar una vida saludable y con propósito.
- Innovación: A través de la reflexión, la colaboración y la resolución creativa de problemas, mejoraremos continuamente.
- Redes y relaciones: al desarrollar relaciones sólidas, podemos cambiar positivamente el mundo. A través de nuestras redes y relaciones, nos apoyaremos mutuamente para asumir riesgos académicos y sociales positivos en la escuela y más allá.

Resultados de los estudiantes

Todos los estudiantes están preparados para el éxito en la universidad, la carrera y la vida después de la graduación.

- Académico: los estudiantes dominarán el conocimiento del contenido y las habilidades necesarias para tener éxito en la economía moderna.
- Mentalidad, Habilidades Esenciales y Hábitos: Además del dominio académico, todos los estudiantes desarrollarán las habilidades de autoeficacia, autogestión, mentalidad de crecimiento y conciencia social para permitirles seguir aprendiendo a medida que se establecen y logran sus metas.
- Metas personales: Todos los estudiantes identificarán un camino postsecundario para llevar una vida saludable y con un propósito que les permita seguir sus pasiones y ser financieramente independientes.

Aprendiendo en la escuela comunitaria de Marín

Con una fuerte alineación para apoyar nuestra misión, visión y valores, nuestro programa escolar les permite a los estudiantes lograr un desarrollo académico, social y emocional a través de un modelo que apoya e involucra a los estudiantes individualmente a través de los principios de rigor, relevancia y relaciones.

Rigor

Involucramos a los estudiantes a través de un currículo alineado con los Estándares Estatales Básicos Comunes (CCSS), los Estándares de Ciencia de la Próxima Generación (NGSS) y el Marco de California para la Historia y las Ciencias Sociales. Todas estas normas se han actualizado recientemente para garantizar que, además del contenido básico, los estudiantes también aprendan las habilidades y los hábitos mentales que necesitan para tener éxito. Cuando los estudiantes vienen a nuestra escuela, pasan por un proceso de admisión a través del cual determinamos sus fortalezas académicas y áreas de crecimiento. A través de este proceso, desarrollamos un plan de educación individualizado para cada estudiante que los prepara para una amplia gama de opciones postsecundarias. Los estudiantes vienen con muchas fortalezas, y los ayudamos a construir sobre esas fortalezas para establecer una base firme para el aprendizaje de por vida.

Núcleo integrado

Los maestros de las áreas de contenido principal (inglés, matemáticas, ciencias y estudios sociales) utilizarán sus espacios y tiempo de aprendizaje de manera flexible para garantizar que cada estudiante reciba el apoyo que necesita para acelerar el aprendizaje o llenar los vacíos de experiencias educativas anteriores. Los estudiantes trabajarán con maestros individuales según sea necesario para apoyar sus necesidades de aprendizaje personalizadas. Los estudiantes se organizarán en varias agrupaciones y tendrán acceso a una gran variedad de estrategias de instrucción que incluyen seminarios socráticos, tutorías en grupos pequeños, discusión en toda la clase, instrucción directa, trabajo individual y tiempo de lectura.

Aprendizaje social y emocional

Mentalidad, Habilidades Esenciales y Hábitos.

Además de dominar el contenido académico y las habilidades, todos los estudiantes desarrollarán mentalidades, habilidades esenciales y hábitos necesarios para lograr el éxito después de la escuela secundaria. Los estudiantes aumentarán su confianza como estudiantes a medida que superen los desafíos y aprendan cómo regular mejor sus propias emociones y navegar las relaciones con los demás. Cada maestro trabaja con un "Coach de Aprendizaje" que específicamente ayuda a entrenar a los estudiantes en su desarrollo social y emocional

durante la clase. De esta manera, los estudiantes reciben en el momento entrenamiento y retroalimentación para desarrollarse académicamente, socialmente y emocionalmente.

Establecimiento de metas personales

Todos los estudiantes identificarán un camino postsecundario para llevar una vida saludable y con un propósito que les permita seguir sus pasiones y ser financieramente independientes. Trabajarán con los mentores para establecer objetivos a largo y corto plazo, y para reflexionar sobre su progreso hacia el logro de ellos. Basado en estos objetivos, cada estudiante tiene un "mapa de ruta de graduación" para guiarlos a lograr sus objetivos postsecundarios.

Aprendizaje en base a proyectos

Para que los estudiantes se involucren y desarrollen una comprensión duradera del contenido, necesitamos contextualizar el conocimiento y las habilidades de los estudiantes. Los equipos de maestros estarán en comunicación regular con los miembros de la comunidad e identificarán problemas locales y globales desafiantes para proporcionar contextos para el trabajo interdisciplinario. El aprendizaje basado en proyectos proporciona una experiencia común para que todos los estudiantes den sentido a su aprendizaje y desarrollen habilidades importantes como la colaboración y la comunicación. Al mismo tiempo, brinda a los estudiantes la oportunidad de aprender a su propio ritmo dentro de un proyecto e identificar sus propias áreas de crecimiento. Tener audiencias auténticas para las presentaciones de proyectos agrega un nivel de urgencia al proceso de aprendizaje y asegura que los estudiantes adquieran las habilidades y redes que necesitan para tener éxito después de la escuela secundaria.

Aprendizaje basado en aprendizaje

A través del aprendizaje basado en competencias, los estudiantes avanzan a través del plan de estudios a su propio ritmo, recibiendo un apoyo oportuno y diferenciado basado en sus necesidades individuales de aprendizaje. En lugar de obtener crédito por el tiempo de asiento, los estudiantes necesitan demostrar dominio de ciertos contenidos y habilidades para avanzar. Este sistema nos permite apoyar a los estudiantes a medida que aprenden a diferentes ritmos, para que los estudiantes no sean retenidos ni penalizados si necesitan tiempo adicional para dominar un concepto. El aprendizaje basado en competencias nos permite garantizar que los estudiantes estén preparados para la universidad, el trabajo y la vida. Las familias escucharán mucho de nosotros a lo largo del año sobre cómo este sistema apoya el aprendizaje de los estudiantes (consulte la sección Participación de la familia).

Inmersión de Tecnología

Facilitaremos nuestro aprendizaje utilizando tecnología para apoyar a los estudiantes y maestros, simulando un entorno de trabajo moderno.

Los estudiantes tendrán acceso a Chromebooks individuales a lo largo del día para apoyar su aprendizaje y tendrán acceso a una amplia variedad de software que apoyará su aprendizaje. Además, facilitaremos conexiones con expertos locales, nacionales e internacionales para ampliar las redes y oportunidades de nuestros estudiantes

Pertinencia

La voz y la elección de los estudiantes en su propio aprendizaje es clave para brindar oportunidades de aprendizaje relevantes. En la Escuela Comunitaria de Marín, los estudiantes trabajarán con los maestros para identificar qué es lo que les apasiona. Por ejemplo, si están interesados en la inmigración, pueden estudiar ciencias, estudios sociales y estándares de inglés a través del aprendizaje sobre la inmigración. Nuestros proyectos crean situaciones en las que los estudiantes "necesitan saber" algo y, por lo tanto, están más motivados para aprender.

Relaciones

Valoramos las redes y las relaciones como claves para apoyar el éxito de los estudiantes. Las relaciones sólidas con maestros, compañeros, padres, familias y miembros de la comunidad ayudarán a los estudiantes a asumir mayores riesgos académicos, lo que llevará a un aprendizaje más profundo. Con apoyo, los estudiantes desarrollarán redes con mentores, empresas comunitarias y universidades para expandir las oportunidades más allá de la graduación, ayudándoles a construir el capital social que necesitan para expandir sus oportunidades. Todos los estudiantes tendrán la oportunidad de participar en pasantías donde aprenden en la comunidad mientras desarrollan habilidades y hábitos de éxito para su futuro.

Graduación y Recuperación de Créditos

Guia de graduación

Cuando se inscriba en la Escuela Comunitaria de Marín, se le evaluará por lo que ya sabe y se lo asignará a los cursos apropiados. Queremos asegurarnos de que los estudiantes estén siempre comprometidos y aprendiendo. Cada estudiante tendrá una "Hoja de ruta" que los guiará para asegurarse de que se gradúen de la escuela secundaria preparados para sus objetivos postsecundarios.

Calificación basada en aprendizaje

Dentro de cada curso, los estudiantes pueden aprender a su propio ritmo. Si los estudiantes ya conocen un concepto, pueden avanzar en su aprendizaje. Si necesitan más tiempo y apoyo, los estudiantes no serán penalizados por necesitar más tiempo. Las calificaciones en las clases básicas (matemáticas, ciencias, inglés y ciencias sociales) serán determinadas por el dominio

de cada estudiante de las habilidades y el conocimiento del contenido del curso. Los cursos básicos están diseñados para ser completados dentro de un año. Sin embargo, si un estudiante domina los conceptos en un período de tiempo más corto, puede pasar al siguiente curso. De esta manera, los estudiantes pueden acelerar su aprendizaje. De manera similar, si un estudiante necesita tiempo adicional, la calificación estará incompleta hasta que se dominen los conceptos y las habilidades. Los cursos optativos tendrán cada uno un conjunto de objetivos de aprendizaje que deberán dominarse para recibir crédito. Los cursos electivos durarán entre 6 semanas y 1 año.

Reporte de Grados

Las calificaciones pueden ser modificadas a lo largo de un año a medida que el maestro reúne más evidencia del aprendizaje de los estudiantes. Proporcionaremos tutoriales para que los estudiantes y padres interpreten la información de los estudiantes que se proporciona a través de nuestro Sistema de gestión de aprendizaje.

Calificaciones de letras serán reportadas cada trimestre. Si los estudiantes demuestran que han aprendido conceptos que antes no entendían, las calificaciones y / o los créditos de los estudiantes pueden aumentar para reflejar lo que los estudiantes saben y pueden hacer.

Requisitos de graduación

Los requisitos de graduación de la Oficina de Educación del Condado de Marín se enumeran a continuación.

La Ley de California (Código de Educación 51225.1) establece que los jóvenes en casa de protección juvenil, estudiantes sin hogar, estudiantes de familias militares y / o los ex alumnos de la corte juvenil en su tercer o cuarto año de escuela secundaria estarán exentos de los requisitos de graduación de MCOE y pueden obtener un diploma de escuela secundaria al cumplir con los requisitos del curso de graduación exigidos por el estado **A MENOS QUE** el distrito encuentre que el alumno es razonablemente capaz de completar los requisitos de graduación adicionales del distrito para el final del cuarto año de la escuela secundaria del alumno.

Requerimientos de MCOE	**California Requerimientos de Graduación**
40 créditos en Inglés	30 créditos en English
10 créditos en Matemáticas	10 créditos en Matemáticas

10 créditos en Álgebra 1	10 créditos en Álgebra 1
30 créditos en Estudios Sociales 10 Historia Mundial 10 Historia de E U. 5 Gobierno de E U 5 Economía	30 créditos Estudios Sociales 10 Historia Mundial, Cultura y geografía 10 Historia de E. U. y Geografía 5 Gobierno Cívico 5 Economía
20 créditos Ciencias 10 La Vida y Ciencias 10 Ciencias Físicas	20 créditos Ciencias 10 Biología 10 Física
10 créditos Fine Arte o Lenguaje Extranjero	10 créditos Artes Visuales o Arte y Actuación Lenguaje Extranjero
20 créditos Educación Física	20 créditos Educación Física
2.5 créditos Salud	
47.5 créditos Electivo	

Prácticas comunitarias

En la Escuela Comunitaria de Marín, entendemos que las relaciones son necesarias para nuestro éxito, y que construir y mantener una cultura de respeto es parte de asegurarnos de apoyarnos unos a otros. Co-desarrollaremos un conjunto de acuerdos comunitarios al comienzo de cada trimestre, para que todos los miembros de nuestra comunidad, incluidos los estudiantes, sean parte de un sistema de responsabilidad y responsabilidad mutuas. Para construir y apoyar a nuestra comunidad, implementaremos varias prácticas.

Construyendo hábitos para el éxito

Parte de garantizar un campus seguro y respetuoso es nuestro enfoque intencional para ayudar a los estudiantes a desarrollar y fortalecer sus mentalidades, habilidades esenciales y hábitos

mentales. Para una descripción más completa de estas habilidades, consulte la sección académica anterior. Además del aula, reforzaremos las prácticas culturales que apoyan estas habilidades durante el día y la semana escolar.

Expectativas y reglas de la escuela

Las siguientes expectativas se basan en la idea de que somos una comunidad y nos mantenemos con altos estándares de comportamiento basados en el respeto mutuo, la escuela y la comunidad. Promovemos conductas que conducen a la seguridad física y mental de todos los miembros de la comunidad.

Asistencia

El aprendizaje ocurre cuando los estudiantes asisten a la escuela y, a la inversa, los estudiantes no pueden aprender cuando no están aquí. Además, debido a las responsabilidades del proyecto de grupo, la asistencia de los estudiantes también afecta el éxito de sus compañeros de clase. Esperamos que todos los estudiantes estén en la escuela todos los días, a tiempo y listos para aprender. Somos un campo escolar cerrado para que los estudiantes puedan enfocarse en la escuela.

Las ausencias de los estudiantes pueden ser justificadas por un padre o tutor que debe llamar a la oficina principal (415-491-4581) lo antes posible el día de la ausencia. Las ausencias sólo serán justificadas por las siguientes razones:

1. Enfermedad
2. Citas médicas (se debe hacer todo lo posible para tener esas citas después del horario escolar)
3. Muerte / funeral de un familiar
4. Otras razones personales justificables que incluyen, entre otras, la asistencia a una ceremonia religiosa; visitas a la universidad; y el duelo o luto. Los estudiantes deben aclarar estas ausencias con la oficina con anticipación.

Expectativas de comportamiento

Como se describió anteriormente, esperamos que los estudiantes se comporten de manera que promuevan el respeto y la responsabilidad hacia ellos mismos, sus compañeros y su entorno, ya sea en el aula, en el almuerzo, en la oficina o en la comunidad. En el caso de que se haya roto una regla, primero trataremos de reparar el daño causado a la comunidad a través de prácticas restaurativas, siempre y cuando la infracción no haya creado una situación peligrosa. Para obtener una descripción completa de nuestro proceso de disciplina progresiva, consulte el apéndice adjunto.

Modelo de ciudadanía antes, durante y después de la escuela
Como alumnos representando la Escuela Comunitaria de Marín, acordamos mantener los altos estándares de comportamiento antes, durante y después de la escuela. Con el fin de mantener esos estándares, así como nuestras relaciones con los vecinos y la comunidad, les pedimos a los estudiantes que sigan las siguientes reglas como guía a seguir:

- Cruce en los pasos de peatones, por su seguridad.
- No se congreguen en los patios de los vecinos u otros lugares entre la escuela y su destino.
- No fume ni use otros productos de tabaco o nicotina (son ilegales en el campus y los eventos de la escuela, incluso si tiene 18 años).

Debido a que tenemos la responsabilidad de garantizar la seguridad de los estudiantes en su camino a la escuela, en su camino a casa y en todas las actividades escolares dentro o fuera del campus, los estudiantes cumplen con las expectativas de comportamiento escolar durante esos momentos también, y los estudiantes que infringen las reglas escolares , o violar la ley estará sujeto a consecuencias escolares.

Artículos inapropiados o ilegales para la escuela
En la Escuela Comunitaria de Marín, queremos que todos estén seguros y que tengan un ambiente de aprendizaje saludable. Los estudiantes no pueden traer ninguna sustancia o artículo ilegal a la escuela bajo ninguna circunstancia. Estos artículos incluyen (pero no se limitan a):

- Armas de cualquier tipo.
- Alcohol, marihuana, THC en cualquier forma, o cualquier otra sustancia controlada.
- Parafernalia por alguno de los anteriores.
- Cigarrillos, dispositivos de vapeo, fósforos, encendedores (incluso si el estudiante tiene 18 años, estos artículos son ilegales en la escuela).

Los estudiantes no deben traer ninguno de los siguientes artículos a la escuela. La primera vez que estos artículos se encuentren en posesión de un estudiante, el artículo se devolverá a un padre. La segunda vez, el artículo será confiscado. En el caso de ropa inapropiada, el estudiante tendrá que cambiarse de ropa apropiada desde su casa. Estos artículos inapropiados incluyen, pero no se limitan a

- Efectivo superior a $40, cheques en blanco o tarjetas de crédito.
- Cualquier ropa de colores asociados a las pandillas, o con insignias relacionadas con pandillas.
- Cualquier ropa o artículos con lenguaje de odio o simbolismo de odio.
- Cualquier ropa o artículos con alcohol, drogas, cigarrillos, tabaco, nicotina o glorificación.
- Cualquier ropa o artículos con palabras o imágenes sexualmente explícitas.
- Cualquier vestimenta o artículos que representen la glorificación de la violencia o las armas.
- Marcadores, latas de aerosol y boquillas.

- Patinetas

Código de vestimenta
Para mantener un ambiente profesional y para mantener la seguridad de los miembros de la comunidad, a los estudiantes no se les permite usar vestimenta que interrumpa el ambiente escolar, que promueva actividades ilegales o dañinas, o que pueda poner en peligro la salud y la seguridad de cualquier persona en el campus. Los estudiantes deben seguir el código de vestimenta que se describe a continuación:

- No se permite lenguaje de odio ni referencias a contenido odioso
- No se permiten palabras o imágenes que el personal juzgue obscenas, ofensivas, violentas, violentas, sexualmente explícitas, relacionadas con armas, o referencias a algo ilegal

Comportamiento en el salón o aula
Esperamos que cada aula y todas las áreas escolares sean entornos de aprendizaje seguros y tranquilos. Cualquier estudiante que interrumpa el proceso de aprendizaje recibirá consecuencias escolares. Si un estudiante no puede responder a las solicitudes del maestro para observar las reglas del aula y se debe llamar al personal de supervisión de la oficina / plantel, se implementará una disciplina progresiva que incluirá conferencias administrativas / estudiantiles, detención, conversaciones restaurativas, contratos de libertad condicional, reuniones de padres / tutores, libertad condicional Reuniones, suspensiones administrativas, contacto policial o expulsión.

Política de acoso sexual
El acoso sexual en cualquier forma no será tolerado en los Programas de Educación Alternativa de la Oficina de Educación del Condado de Marín. Consulte la Política de acoso sexual en la sección Apéndice.

Telefono celular / uso del teléfono
Los teléfonos celulares pueden ser herramientas poderosas para aprender, colaborar y comunicarse. Habrá momentos durante la escuela cuando los estudiantes usen teléfonos para una variedad de propósitos. Sin embargo, puede haber ocasiones en que su profesor, compañeros de clase o visitantes necesiten su atención indivisa, y se le pedirá que guarde sus teléfonos celulares. En ese caso, los estudiantes deben silenciar los teléfonos y guardarlos, o el teléfono podría ser confiscado.

Consecuencias
- Si los estudiantes continúan violando la política, tendremos una conferencia con los padres y / o prohibiremos que el estudiante traiga un teléfono a la escuela.

Uso de la computadora

Como parte de mantener un ambiente seguro y saludable para el aprendizaje, los estudiantes deben cumplir con el Acuerdo de Tecnología de Uso Aceptable que firman al inscribirse. Al igual que con cualquier otro dispositivo, los estudiantes no pueden usar teléfonos celulares para acceder a información de contenido inapropiada, ilegal o perjudicial.

Política de búsqueda – Aviso a estudiantes, Padres y Tutores

En interés de la salud y la seguridad de los estudiantes, los funcionarios escolares ocasionalmente deben registrar a los estudiantes y las pertenencias de uno o más estudiantes. Si esta intervención es necesaria, se observarán los siguientes procedimientos.

- Los funcionarios escolares pueden realizar búsquedas en las bolsas, bolsillos, mochilas y automóviles de los estudiantes cuando se sospecha razonablemente que los estudiantes han violado una ley o una regla de la escuela o cuando el estudiante accede voluntariamente a la búsqueda. La participación en actividades no curriculares puede estar condicionada a que un estudiante dé su consentimiento para ser buscado.
- Las búsquedas de los estudiantes y sus pertenencias estarán razonablemente relacionadas con el objetivo de la búsqueda y serán lo más discretas posible.
- A los estudiantes que huelen a alcohol se les pedirá que tomen un examen de sobriedad.
- Los funcionarios escolares pueden realizar inspecciones periódicas por motivos de salud y seguridad y en el caso de un peligro potencialmente grave para las personas o la propiedad.

Intervenciones de comportamiento y apoyo

Practicas restaurativas

Las prácticas restaurativas son una estrategia para abordar el comportamiento de los estudiantes antes de que ocurran las infracciones y para reparar el daño causado a la víctima y la comunidad. Las estrategias de restauración se utilizan si todas las partes en un incidente están de acuerdo.

Suspensiones (fuera del campus y en casa)

Las suspensiones están reservadas a infracciones graves o repetidas según se describe en el Código de Educación de California. Los oficiales escolares supervisarán a los estudiantes en la suspensión de la casa. Los estudiantes renunciarán a sus teléfonos celulares y los maestros o administradores proporcionarán trabajo escolar durante la suspensión de “In House” en casa. Después de hablar con un padre o tutor, despediremos a los estudiantes para que sirvan suspensiones fuera del campus en casa. A menos que los estudiantes estén bajo la influencia, les pediremos que abandonen el campus inmediatamente y no podrán regresar hasta que

finalice el período de suspensión. Si un estudiante está bajo la influencia, lo entregaremos a adultos enlistados en su lista de contactos.

Participación en libertad condicional

Nuestros programas tienen una asociación cercana con el Departamento de Libertad Condicional Juvenil del Condado de Marín. Los oficiales de libertad condicional visitan nuestro campus con frecuencia para apoyar a sus clientes y para trabajar con los estudiantes y el personal. Damos la bienvenida a la participación activa del Departamento de Libertad Condicional y reconocemos su importancia para la seguridad y el éxito de nuestro programa. Los oficiales de libertad condicional son notificados de infracciones estudiantiles si están en libertad condicional, y también de elogios y logros.

Participación policial

Tenemos asociaciones cercanas con el Departamento de Policía de San Rafael (SRPD) y la Oficina del Sheriff del Condado de Marín, que ha asignado un Oficial de Recursos Escolares (SRO) a nuestro campus. Los oficiales de libertad condicional son notificadas sobre infracciones graves estudiantiles, si el estudiante está en libertad condicional pero también de los éxitos y logros.

Participación de la Policía

Tenemos colaboración cercana con el Departamento Policial de San Rafael (SRPD) que han asignado un oficial de recurso escolar (SRO) a nuestra escuela. La policía son notificados si un infracción estudiantil son contra la ley.

Volviendo al distrito / escuela en casa

Ofrecemos un entorno seguro y de apoyo en el que los estudiantes obtendrán el conocimiento y las habilidades que necesitan para tener éxito después de la escuela secundaria. Sin embargo, los estudiantes a veces desean regresar a las escuelas de su Distrito por una variedad de razones.

Volviendo a la escuela del distrito

Para recibir una recomendación de regresar a la escuela, los estudiantes deben:

1. Asistir a la escuela diariamente.
2. Llegue a tiempo a clase y permanezca en la escuela durante todo el día escolar.
3. Avanza en el currículo de la escuela secundaria a través de sus planes de aprendizaje personalizados
4. Observe las reglas de la escuela y del aula.
5. Establecer conductas escolares adecuadas.

Las Juntas del Distrito Escolar y / o las Juntas de Revisión de Asistencia Escolar pueden establecer requisitos adicionales que los estudiantes deben cumplir antes de regresar a sus programas del distrito.

Tiempo de inscripción en MCS / PA

Algunos estudiantes y familias a veces nuestro entorno escolar pequeño y de apoyo es un gran complemento para sus necesidades educativas y eligen permanecer en nuestros programas. El retorno al Distrito siempre se determina de forma individual. Sin embargo, se aplican algunas pautas generales.

- Si un estudiante ha sido expulsado, el distrito establecerá la duración de la expulsión y establecerá las condiciones para el regreso.
- Si un estudiante ha sido referido a través de una Junta de Revisión de Asistencia Escolar (SARB), el estudiante permanece en nuestros programas durante el semestre en que se hizo la referencia y el siguiente semestre. Los distritos por lo general desean ver una recomendación positiva del personal antes de que el estudiante vuelva a ser admitido en un programa del distrito.
- El buen progreso académico, la asistencia y el comportamiento ayudarán a los estudiantes que desean regresar a sus programas del Distrito. El Distrito de residencia determinará la escuela a la que cada estudiante asistirá a su regreso al distrito. Para los estudiantes con un IEP, el equipo del IEP determinará la colocación.

Asociaciones

La Escuela Comunitaria de Marín tiene muchas organizaciones asociadas que brindan servicios y apoyo a estudiantes y familias. A continuación se muestra una lista parcial.

Recursos de la Comunidad del Área de la Bahía

BACR proporciona servicios terapéuticos para los estudiantes de la Escuela Comunitaria de Marín, incluidos servicios grupales e individuales para abordar el uso de sustancias.

Colegio de Marín

Nos asociamos con el College of Marín (COM) para permitir que los estudiantes visiten los campus, asistan a clases y se inscriban en cursos universitarios. Conectaremos a los estudiantes con mentores y asesores mientras hacen conexiones que llevan a la inscripción en la universidad después de la graduación.

Tránsito Golden Gate

Las solicitudes para solicitar un Pasaje a través de Golden Gate Transit gratuito para jóvenes forman parte del paquete de admisión. Para obtener más información, póngase en contacto con Golden Gate Transit en 511 o en www.goldengate.org

Programas juveniles de Huckleberry
Los programas juveniles de Huckleberry ofrecen asesoramiento individual sobre el uso y abuso de sustancias y organizan sesiones grupales sobre temas relevantes para los estudiantes.

Marín Community Clinics
Las Clínicas Comunitarias de Marín ofrecen una variedad de recursos y oportunidades para los estudiantes que también son sus pacientes. Los recursos incluyen servicios de salud mental, una clínica para adolescentes, centros de salud, acceso a la despensa de alimentos, clases de nutrición y más.

Salud y Servicios Humanos del Condado de Marín
A través de varios departamentos, nuestros estudiantes reciben apoyo a través del Departamento de Salud y Servicios Humanos del Condado de Marín. Brindan terapia en el sitio, así como también conectan a las familias con servicios fuera del sitio.

Departamento de Libertad Condicional Juvenil del Condado de Marín
El Departamento de Libertad Condicional brinda apoyo diario a nuestros estudiantes a través de un oficial que visita la escuela diariamente para establecer relaciones y ofrecer asesoramiento a los estudiantes. El departamento también proporciona fondos para nuestro personal de apoyo, incluidos los entrenadores de aprendizaje y un proveedor de salud mental.

Departamento del Sheriff del Condado de Marín
Tenemos un Oficial de Recursos Escolares asignado a nuestro campus a través del departamento del alguacil que visita el campus y brinda orientación a nuestros estudiantes y personal.

Marín Shakespeare Company
Los estudiantes pueden explorar el teatro y la expresión dramática a través de nuestro trabajo con Marín Shakespeare Company. También conseguimos entradas para producciones locales.

Centro multicultural de Marín
El Multicultural Center of Marín trabaja estrechamente con nuestra escuela para planificar y presentar clases de educación para padres, brindar oportunidades de aprendizaje en el mundo real para los estudiantes y a través de personal compartido como nuestros Coaches de aprendizaje para apoyar el crecimiento académico y social / emocional de nuestros estudiantes.

Departamento de Policía de San Rafael
El SRPD proporciona un Oficial de Recursos Escolares que conoce y asesora a los estudiantes para brindar orientación y apoyo.

Escuelas de la ciudad de San Rafael (almuerzos escolares)
Las escuelas de la ciudad de San Rafael proveen almuerzo a nuestros estudiantes. Las solicitudes para los Programas Nacionales de Almuerzo Escolar son parte del paquete de

admisión. Apoyaremos a las familias en la solicitud y también puede comprar los almuerzos mensualmente.

Phoenix Academy Charter Renewal

Appendix

A – WASC Initial Visit School Description

Back to TOC

Accrediting Commission for Schools
Western Association of Schools and Colleges

533 Airport Boulevard, Suite 200 • Burlingame, California 94010
(650) 696-1060 • Fax (650) 696-1867
mail@acswasc.org • www.acswasc.org

FRED VAN LEUVEN, ED.D.
PRESIDENT

MARILYN S. GEORGE, ED.D.
VICE PRESIDENT

INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: December 26, 2018

School:	Phoenix Academy Charter School			
Address:	1111 Las Gallinas	San Rafael, CA		94903
	Number and Street	City and State		Zip Code
Mailing Address (if different):				
	Number and Street	City and State		Zip Code
Telephone #:	415-491-0581		Fax #:	415-491-0981
Email Address:	eashley@marinschools.org			
Chief Administrator:	Erin Ashley and Katy Foster			
School District:	Marin County Office of Education			
Enrollment:	8	Current Grade Span to be Reviewed:		7-12
County:	Marin County			

Check any of the following that apply to your school:

- ☐ Comprehensive
- ☐ Community Day School
- ☐ Alternative Education/Continuation
- ☐ Independent Study
- ☒ Charter School
- ☐ Home Study
- ☐ Online Distance Learning
- ☐ Other: Explain:

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 10%, and the percentage of students utilizing the online delivery system 100%.
Briefly describe: We use Khan Academy to help us differentiate curriculum in our mathematics classes. Part of the mathematics curriculum is available online, and part of the math curriculum involves project-based lessons in class.

Note: If more space is needed on the following pages, please append additional sheets.

Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the Visiting Committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Phoenix Academy is a public charter school operated by the Marin County Office of Education. The charter operates in conjunction with Marin's Community School, an alternative education program also run by the county. Students may enroll through referrals by their Juvenile Probation Officers, by expulsion order, or via a referral from their district's School Attendance Review Board. As a charter school, students may also voluntarily enroll from any district. The contacts for the program are Katy Foster and Erin Ashley, who are the Co-Leaders of Phoenix Academy Charter School, Marin's Community School (MCS) and Oracle Independent Study Program. Phoenix Academy Charter School was originally designed to offer students with substance abuse problems a therapeutic learning environment. Over the years, there have been many changes including a shift away from abstinence-based therapeutic programs in favor of harm reduction models. As local districts and law enforcement agencies began using more restorative practices, the charter saw reductions in the numbers of students referred and a shift in the types of services students needed. As a result, the charter was modified through the June 2015 charter renewal to broaden the age range of students served to grades 7-12. In addition, the charter has expanded its population to include all students, especially those who need additional social and emotional support, students who have a history of trauma, and who may be at risk of substance abuse (See Phoenix Academy Charter Renewal).

Our school operates in tandem with Marin's Community School, a countywide alternative school (See Referral Form, and Countywide Expulsion Plan).

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

Phoenix Academy Charter School is located on the Marin County Office of Education campus in a residential community of San Rafael called Terra Linda. Our school is approximately ¼ mile away from beautiful hiking trails and approximately 5 miles from downtown San Rafael, the commercial center of Marin County. Our school was founded in 1995.The school has moved several times and has been located in the Canal Neighborhood of San Rafael, and at 160B North San Pedro Road in San Rafael. Our current facility was built just 5 years ago and is in excellent condition.

We serve students throughout Marin County, whose population is approximately 261,000. While the demographics of Marin County are predominantly white (80%), 87% of our students are students of color and 88% are socioeconomically disadvantaged, reflecting the inequities that are prevalent throughout Marin County. According to the *Portrait of*

Marin, the 2012 Marin County Human Development Report, Latino families make approximately $28,300 per year, roughly half the amount that white families make (See *Portrait of Marin, the 2012 Marin County Human Development Report*). In 2017, Marin was found to be the most racially inequitable county in the state of California by the Advancement Project (See"*Marin Tops State in Racial Inequity*," Marin IJ and Racecounts.org).

Many of our students have experienced multiple traumatic events throughout their lives and as a result, have high levels of stress, challenges with sleep, have issues with substance use, and challenges with self-management (See Centers for Disease Control Webpage with information on Adverse Childhood Experiences).

Many of our students live in the Canal Neighborhood of San Rafael or in southern Novato. Many of our students' parents are recent immigrants to the United States and work multiple jobs to support their families. Our parents' education levels are listed below.

Enrollment by Parent Education Level

	Grad Degree +	College Grad	Some College/AA	HS Grad	Not a HS Grad	Unknown	Totals
2018-19	0	2	0	2	3	1	**8**
2017-18	1	3	3	4	4	3	**18**
2016-17	2	1	5	6	3	1	**18**
2015-16	3	1	4	8	3	2	**21**

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students

Enrollment by Grade Level

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Totals
2018-19	0	0	0	1	4	3	**8**
2017-18	0	0	5	8	2	3	**18**
2016-17	0	2	2	2	6	6	**18**
2015-16	0	0	9	7	5	0	**21**

Enrollment by Ethnicity

	Hispanic/ Latino	American Indian	Asian	Pacific Islander	Black/ African American	White/ Caucasian	Totals
2018-19	6	0	0	0	1	1	**8**
2017-18	13	1	0	0	2	2	**18**
2016-17	9	2	0	0	1	6	**18**
2015-16	7	0	0	1	1	12	**21**

Enrollment by Gender, Language Proficiency, and Special Populations

	Male	Female	English Learners	Socioec. Disadvantaged	Foster/ Homeless	Special Education	Mobility
2018-19	25%	75%	25%	88%	0%	0%	100% Mobile
2017-18	44%	56%	17%	78%	0%	6%	Data Not Available
2016-17	72%	28%	22%	78%	17%	6%	Data Not Available
2015-16	67%	33%	14%	67%	14%	10%	Data Not Available

Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available. We have a waiver to do a combined LCAP between our different alternative education programs, so the data presented below reflects all of our programs.

ELPAC/CELDT Proficiency Data

In 2017-2018, 6 students completed the ELPAC Test.
3 students scored at the “beginning” level (1)
1 student scored at the “somewhat developed” level (2)
1 student scored at the “moderately developed” level (3)
1 student scored at the “well developed” level (4)

In 2016-2017, 6 students completed the CELDT test
1 student scored at the beginning level

0 students scored at the early intermediate level
3 students scored at the intermediate level
2 students scored at the early advanced level
0 students scored at the advanced level

In 2015-2016, 8 students completed the CELDT test
2 students scored at the beginning level
1 student scored at the early intermediate level
2 students scored at the intermediate level
3 students scored at the early advanced level
0 students scored at the advanced level

ELPAC/CELDT Conclusions Drawn

Our ELPAC/CELDT data reflects how few students participate in the exam while enrolled in our program. Students are typically identified as English Learners in the district of residence schools. Additionally, due to the nature of our program, we observe a high mobility rate with students transferring between our programs and sometimes back to their districts. We had the opportunity to provide the English Language Proficiency Assessment of California to a handful of our eligible students. We will use these results to reclassify as appropriate those students that remain in our program.

CAASPP Data

Because the number of students who completed testing is less than 10 for each subgroup, we do not have testing data available. Our participation rates have been low in part due to our low attendance rates overall and our high transience rates. While we can get students to sit and look at the tests, they often get frustrated and give up, refusing to take the tests any further. We have tried very small testing settings, calling home, and working with the students individually, but have not had much success getting them to take it seriously. We will continue to work to build our participation on site, through helping students build grade-level skills and knowledge, as well as helping students build persistence in difficult academic pursuits.

2017-2018 Internal Assessments

Growth on Academic Skills (Cognitive Skills Rubric)

74% Made progress a year or more of progress in English
81.6 % Made a year or more of progress in Math
87% Made a year or more of progress in Science
66% Made a year or more of progress in Social Studies.

Measures of Academic Performance (MAP Test)

Due to the transient nature of our student population, many students were not enrolled or did not attend on the dates that we administered the MAP tests. In addition, many students got frustrated with the tests and did not complete them, so we have limited data available.

Only two students took both the fall and spring MAP Growth tests. 50% of these students met their growth target and 50% did not meet their growth target in Mathematics. We did not administer the English language arts MAP test last year.

Student follow-up

Our school has not historically tracked students after they leave our school. We recently joined National Student Clearinghouse to retrieve data on our school's graduates. We are in the process of setting up our school with their program and anticipate having this historical data available by the end of the school year.

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

School Redesign

In March of 2017, our school began a redesign process to revise our mission and vision and improve academic outcomes for students. We plan to grow and attract a more heterogeneous population over time so that we can directly address racial inequities and improve outcomes for all students. As we are in the second year of our redesign process, we are continuing to align policies, procedures, curriculum, talent and resources to our new mission and vision.

Combined LCAP for Multiple Alternative Education Programs

The Marin County Office of Education operates 4 programs including Marin's Community School, Phoenix Academy Charter School, Oracle Independent Study, and Juvenile Hall. Because our programs are small and students often move between our programs throughout the year, we have a waiver from the State of California that allows us to combine our programs into one LCAP. The data included in this report reflects data from our LCAP, which is a combination of data from all of our programs.

Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. Online schools or schools that have online components should incorporate responses to the iNACOL standards listed below along with their responses to the ACS WASC/CDE criteria. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A
Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

Phoenix Academy Charter School is a public charter school that deeply engages each student through personalized learning experiences in a collaborative and supportive environment. As a county community school, we serve a wide range of students, including students who have been referred to us by local districts and juvenile probation.

Mission: To empower each other to follow our passions and lead purposeful lives.

Vision: We will prepare ALL students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our diverse students will develop their

social and emotional skills and find individual pathways to achieve their goals. At Phoenix Academy Charter School, we value:

Multiculturalism: Solving complex global problems requires cultural understanding, empathy, and the ability to learn and work with others from diverse backgrounds; as well as a deep connection with one's own cultural background.

Achievement: Educational equity is the foundation of a more just society. With the appropriate support and hard work, we can all achieve at high levels.

Resilience: Through robust supports and caring relationships, we can help each other remove barriers to live healthy, purposeful lives.

Innovation: Through reflection, collaboration, and creative problem solving, we will continually improve.

Networks and Relationships: By developing strong relationships, we can positively change the world. Through our networks and relationships, we will support each other to take positive academic and social risks in school and beyond.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

How Our Learner Outcomes Were Developed

Our school leaders began a redesign process of the school in March, 2017 where they asked students, parents, staff, community members and board members to reflect on the ideal profile of a graduate for the school. Stakeholder ideas were integrated with research from the Department of Labor, Forbes, CASEL (The Collaborative for Academic, Social and Emotional Learning), Transforming Education, P21, and the Hewlett Foundation. Based on our communities' input and our research, we developed our new mission, vision, and values as well as the learner outcomes below.

1. All students are prepared for success in college and career upon graduation.
    - Students will develop positive academic mindsets through exposure to a wide variety of careers and education pathways
    - Students will develop social networks to support them during their post-secondary pathways
    - Students will develop the academic, social, and emotional skills necessary to meet their personal goals.

2. Academics: Students will master content knowledge and skills necessary to be successful in the modern economy.
    - Students will demonstrate proficiency in the Common Core State Standards, Next Generation Science Standards, and California History Framework, through Project Based Learning and individualized assignments.

- Students will develop cognitive skills, based in the Common Core and Next Generation Science Standards from the Stanford Center for Assessment, Learning, and Equity.

3. Mindsets, Essential Skills and Habits: In addition to academic mastery, all students will develop essential social and emotional skills such as:
   - Self-efficacy
   - Self-management
   - Growth mindset
   - Social awareness

4. Personal Goals: All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.
   - Students will develop a post-secondary roadmap to achieve their goals
   - Students will develop skills such as self-advocacy to get the supports they need to achieve their goals
   - Students will develop a sense of empowerment as they see their role in improving their community

At this stage of our development, our staff and students are aware of what our learner outcomes are. Our mission, vision, values, and learner outcomes are included on our website and are part of our admissions process. While we revisit our mission every parent meeting, we have more outreach to do to ensure that parents are familiar with our mission, vision, values, and student outcomes. Throughout the year, we have revisited our mission, vision, values and student outcomes to inform our strategic plan and to guide our next steps as a staff (See our 2018-2019 Strategic Planning Document attached that outlines our goals and actions for the 2018-2019 school year).

Our teachers develop lesson plans each day with learning goals that include content, skill, and social and emotional goals. Teachers and learning coaches are beginning to use a common language to discuss social emotional skills and are developing common routines and practices to explicitly teach and give feedback to students on their social and emotional development. We have adopted the SCALE Cognitive Skills rubric as the foundation of our curriculum (See SCALE Cognitive Skills). All teachers are explicitly teaching and assessing students' development of cognitive skills through project based units.

While every core lesson includes a standards-based content learning goal, we have more work to do to differentiate content learning goals by grade level. In math, we are beginning to use Khan Academy to support the level of content differentiation that is required to teach grades 7-12 at our small school. Over the next year, we will update our courses of study and charter to reflect our curriculum updates.

Every student meets at least twice per year with our college and career specialist and two times a week with an advisor to develop a plan of action for students to graduate and meet post-secondary goals. High school students each have a "Credit Roadmap" that outlines how many credits in each subject students need to graduate. Our college and career specialist plans field trips, college visits, career days, and internship opportunities based on students' interests and opportunities available (See Credit Roadmap attached).

Explain how the school's purpose is communicated to the members of the school community.

We communicate our school's mission, vision, and values on the walls of our main office, on our website, during admissions meetings, parent events, and staff meetings (See Student Handbook). Our mission and vision guides our LCAP processes, budgets, and yearly priorities. In staff meetings, we review our mission and vision documents to assess our progress towards our vision and identify our strengths and areas of growth. We have a weekly appreciation ceremony where we celebrate staff members' actions that exemplify our school values. We also collaboratively developed a schoolwide social contract to guide our school culture.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

Our school mission, vision, schoolwide learning outcomes, school program and students' needs are closely aligned because they were developed with our students and school community. Our students are curious, capable, and incredibly resilient. In addition, many of our students have significant needs due to traumatic experiences. Trauma has increased their levels of stress and interfered with their ability to learn. As a trauma-informed school, we designed many elements of our program to help students manage stress and develop social, emotional and academic skills. For example, teachers embed social and emotional learning goals and activities into every lesson, staff use restorative and relational practices to prevent and repair harm, learning coaches give students breaks when they are anxious or need to calm down. On-site therapists use cognitive behavior therapy and group discussions to help students develop new healthy patterns of thinking and behaving.

Our new mission and vision communicates our belief that all students can learn at high levels and be empowered members of our community. Our vision states that students will master rigorous academic content, solve real world problems, and strengthen their connections to other people and the environment. We have strong relationships with community organizations such as the Multicultural Center of Marin who are helping us plan and implement real world projects in our community.

We use our mission, vision, and student outcomes as the basis for our improvement process, routinely reflecting on our strengths and areas as a growth to continually improve. We also use our mission, vision, and student outcomes to select the data we collect as a school. For example, we use surveys by Transforming Education to assess our students' social and emotional growth, and align our assessments with our school-wide cognitive skill rubrics for

academic skills. Our review of data informs our next steps as a school and in our individual roles.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

At least three times per year, during our summer training, second quarter, and third quarter, we review our mission, vision, values and student outcomes with our whole staff. We discuss our data and identify our areas strength and areas of growth as they relate to our mission, vision, and student outcomes. We use the Design Thinking Process to tackle big problems such as refining our master schedule and developing our school culture. We also embed the innovation process to our curriculum, so that students can solve problems of their own. As leaders, we place a high value on the innovation process and regularly communicate our belief that everything has an expiration date. As we continue to implement new elements to realize our mission and vision, we will also need to consider how our mission, vision, and values documents reflect our community's needs.

Throughout the year, we meet with parents, students, our board, and community members to hear their needs, concerns, and communicate our progress towards our LCAP goals to realize our mission and vision (See our LCAP Documents attached).

Supporting Evidence and Documentation:

Referral Form
Countywide Expulsion Plan
2018-2019 Strategic Planning Document
Cognitive Skills
Credit Roadmap
Alternative Education/Phoenix Academy Website
Marin's Community School Website
Twitter
Social Contract
LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP
Marin Tops State in Racial Inequity
Racecounts.org
Portrait of Marin, the 2012 Marin County Human Development Report
Centers for Disease Control Webpage with information on Adverse Childhood Experiences
Student Handbook

Achievements:

- Last year, we were recognized by several funding organizations including New Schools Venture Fund and Silicon Schools Fund for our vision and the beginning stages of our implementation process. In the 2017-2018 school year, these institutions invested $200,000 to our school. This week, New Schools decided to continue their investment in our school through 2020, investing an additional $165,000 towards our implementation process.
- While we had significant turnover of staff after our first year of the redesign, we were able to hire new staff who are talented, mission aligned, and who have a healthy dissatisfaction with how alternative schools have traditionally operated. We have an open and honest staff culture where we are able to have difficult discussions and solve problems collaboratively. Our staff are strong role models for our young people and live the values of our school on a daily basis.

Areas for Improvement*:*

- While our staff are strong models of our school's values, we are in the process of developing routines and procedures to help our students model our school's values and take pride in our school. We have significant work to do to transform our school's identity from a school where districts threaten to send their students to a school where students are proud to attend. We see opportunities to develop regular processes for student leadership to drive changes within our school. A challenge to building and sustaining our school culture has been the high transience rate of students. We plan to build out stronger onboarding processes to build our school culture. As we retain more students over time, our students will be able to be stronger ambassadors for their school.
- Marin County Office of Education recently launched a new website and we are in the process of building out our new website to reflect our program. While the main page is built, we are in the process of updating all of our pages to adequately communicate our program with all our school community's stakeholders.
- We are in the second year of our redesign and have a great deal of work ahead to align all aspects of our program to our new model. We will need to develop new curriculum, courses of study and update our charter and handbooks to reflect our new academic model. Providing the level of support and academic differentiation that our students need will take time, resources, and a belief that our students can achieve.
- We will also continue to reflect on policies and practices that have been deeply engrained in the school to help our school to provide students more opportunities and yield more equitable outcomes.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Provide information about the governance structure and its responsibilities.

As a county-operated charter school, we are governed by County Superintendent Mary Jane Burke and the Marin County Board of Education. The Board of Education consists of seven members elected from their representative districts. The Board of Education adopts policies which are consistent with the law and our district and school's mission and vision. The board's duties include:

1. Delegate the authority to execute established policies to the County Superintendent and determine how adequately the policies were implemented
2. Determine the scope of work that the County Office of Education conducts including the number of types of special schools to operate
3. Approve the courses of study and curriculum for County Office of Education departments and programs
4. Approve offers of employment
5. Adopt an annual budget
6. Secure sites for special school buildings and approve building plans
7. Approve, as required by law, contracts entered into by the County Superintendent
8. Act on all matters as required by law

Explain how the school's vision, mission and schoolwide leaner outcomes are aligned to the board and district policies and bylaws.

The Superintendent or her designee communicates all board policies and administrative regulations to district personnel to ensure that all departments and programs are in alignment. Where appropriate, school leaders inform district policy to align with the mission and vision of the school. For example, our school leaders drafted the mathematics placement protocol to ensure equitable placement of students in mathematics classes throughout the district (See Math Placement Protocol attached).

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

The Board of Education is responsible for governance and the responsibilities listed above, while the Superintendent and her staff are responsible for the implementation of policies and programs. As we began the redesign process, we recognized that school leaders would need various autonomies to realize the new vision. Katy Foster and Erin Ashley, the co-leaders of Marin's Community School, Phoenix Academy Charter School and Oracle Independent Study negotiated a Memorandum of Understanding (MOU) with Superintendent Burke. The MOU outlines the extent to which school leaders can make key decisions at the school. (See the Memorandum of Understanding Between MCOE and Alt Ed Leaders and Alternative Education Organization Chart attached). Katy and Erin report directly to Ken Lippi, an Assistant Superintendent, who reports to Superintendent Mary Jane Burke. Katy and Erin meet with Ken on a weekly basis and provide updates and reports to the Board of Education approximately once per month.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

The Board approves an annual budget once per year that aligns with the Marin County Office of Education's priorities (See the 2018-2019 Board Approved Budget attached). The LCAP is presented and reviewed by the Board of Education once per year to monitor the performance and fiscal health of the programs (See 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP documents attached).

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

The procedures provide staff with the information they need to do their jobs effectively and in accordance with the law while also providing a means to hold all staff members accountable for their actions (See Complaint Procedures).

Supporting Evidence and Documentation:

Site council meeting: (12/18/18 Presentation, Agenda)
Alternative Education Organization Chart
Personnel Documents including job descriptions, contracts, and handbooks
Phoenix Academy Charter Renewal
Board Policies
Marin County Board of Education
Math Placement Protocol
Memorandum of Understanding Between MCOE and Alt Ed Leaders
LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP
2018-2019 Board Approved Budget
Alternative Education Infographic
Complaint Procedures

Achievements:

- Aligning all aspects of a school organization to a new mission and vision is necessary to ensure that changes are not impeded at a particular level of the organization. By establishing the Memorandum of Understanding Between MCOE and Alt Ed Leaders we have been able to lay the foundation necessary to redesign our school and ensure that future innovations will not be hindered by bureaucracy. Establishing this MOU also gave philanthropic organizations such as Silicon Schools Fund and New Schools Venture Fund confidence that we would have the support of the Superintendent and her staff to redesign our school. As a result, both organizations invested in our school.

- Each year, each department celebrates its successes and progress with the Board of Education. Please see the Alternative Education Department Infographic attached.

Areas for Improvement:

- With opportunity gaps across the county, Marin County Office of Education, could be a leader in how to develop policies that support a more comprehensive diversity, equity and inclusion strategy. We could begin by developing organization-wide definitions for diversity, equity and inclusion then create a strategic plan to recruit, hire and retain more staff of color in our organization.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [iNACOL Standard I, 2009]

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

We involved all our stakeholders in the development of our new mission and vision as well as our LCAP and Single Plan for Student Achievement documents (See Mission, Vision, Values and Student Outcomes, LCAP: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP and Single Plan for Student Achievement). For example, to help students from a wide age and ability range master content knowledge and skills they need, we decided to use the Summit Learning Platform. The online platform supports project based learning, competency based learning, and blended instruction. In addition, it includes curriculum that allowed students to progress at their own pace. We began implementing the new system in the 2017-2018 school year but found that the curriculum needed to be significantly adapted to meet the needs of our students and that because the curriculum was designed for students across the nation, we didn't find it to be culturally relevant to our particular community. Students and staff voiced their concerns about the platform, and we decided to use a different learning management system instead for the 2018-2019 school year. We also decided to invest more staff development time to focus on culturally relevant pedagogy and social and emotional learning.

Whenever possible, we like using shared decision-making procedures such as consensus to ensure the greatest amount of support and buy-in from the staff. As many schools across the nation, we are determining the best ways to support learning in the age of social media and cell phones. We have created and revised our cell phone policy twice this year by using a

consensus protocol to increase student learning and self-management. As our student population regularly changes, our staff have collaborated to create new schedules to better support student engagement and learning (See Digital Code of Conduct and Marin's Community School/Phoenix Academy Charter School Schedule).

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

School leaders provide staff members with yearly calendars, procedures, schedules and priorities at the start of the year. We had four weeks of professional development over the summer to on-board our new teachers and we have ten professional development days for teachers throughout the year. In addition, we have two staff meetings per week: one for professional development, planning, and collaboration time, and the other to discuss students that need additional interventions. Teachers participate in weekly coaching sessions to continually improve.

Staff regularly bring concerns to co-leaders and wherever appropriate, leaders bring common challenges to the staff for the team to problem solve together. Co-leaders make an effort to be vulnerable, solicit feedback, and model a growth mindset, so that it is easier for others to receive feedback and improve. School leaders feel there are very few to no non-discussables. As leaders, we feel we are aware of the challenges and concerns our staff are facing and that we are making efforts to increase our staff's collective capacity to make changes more sustainable.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Our redesign process to create a new mission and vision included the voices and ideas of parents, students, staff, board, and community members. We collaborate closely with a wide range of community partners including the Multicultural Center of Marin, Bay Area Community Resources, Marin County Probation, Marin Community Clinics, College of Marin, Dominican University and many local businesses to realize our new mission and vision. Our partners take responsibility for our students' success as well, creating opportunities for students to make a positive impact in their community through events such as Holiday Toy Drives, Health Hubs, and TAY Radio. Parents participate in six educational events per year to develop skills to support their students. Many parents also participate in Parent Project, a program run by the city of San Rafael and led by our administrative assistant, Saul Godinez.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Teachers have identified fourteen cognitive skills to teach and assess schoolwide this year. They created a schoolwide project calendar to make sure students have multiple opportunities to develop these skills throughout the year (See Schoolwide Project Calendar). Teachers use the Cognitive Skills Rubric to guide their assessments and feedback for students. We use competency based grading, so students who had not mastered skills and concepts have

multiple opportunities to become proficient. We use Powerschool learning as a learning management system, which gives color-coded feedback to students on their level of mastery of each learning goal. To ensure that students are making progress on social and emotional skills, teachers are including social and emotional learning goals/activities into each lesson. For example, beginning in January, we will embed mindfulness activities into each lesson so that students can develop self-awareness skills. During advisory, students will make academic, social, and emotional goals each week and make plans to achieve their goals. In addition, our college and career specialist works with our students to set individual college and career goals (See College and Career Specialist Job Description).

Supporting Evidence and Documentation:

Single Plan for Student Achievement
LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP
Mission, Vision, Values and Student Outcomes

Digital Code of Conduct

Marin's Community School/Phoenix Academy Charter School Schedule

Health Hubs

Transitional Aged Youth Radio

Parent Project

Schoolwide Project Calendar

College and Career Specialist Job Description

Cognitive Skills Rubric

Achievements:

- We have a strong team this year who are willing to take on challenges together, problem solve, and reflect on how they can individually contribute to our schools' success. Staff regularly validate and celebrate each other while also providing constructive feedback to one another to improve. As part of our hiring process, we included a role-play scenario that helped us identify individuals with a growth mindset. As a result, we have a strong team that is adaptable and eager to make change on behalf of our students.
- We are strengthening our community partnerships to increase resources such as individual and group therapy, substance use counseling, mentorships, internships, and opportunities to enroll at the College of Marin.

Areas for Improvement:

- Many of our students have been disengaged from school and we need to find ways to connect them with opportunities in our community and beyond that help them develop identities as capable and valuable individuals. Over the coming years, we plan to expand our relationships with local businesses so that students can participate in internships and projects off campus to re-engage them in learning.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Job Descriptions for all Marin County Office of Education positions are written in accordance with the law and board policy. When a position is available, jobs are posted online through Edjoin and applicants may upload documents such as teaching credentials, transcripts, letters of recommendation, and letters of introduction (See Job Postings). A panel including school leaders and a representative from personnel screen the applicants then select the top applicants to interview. The interview committee generates a list of questions to ask all applicants that align with the skills necessary for the job. The committee then conducts reference checks and recommends the top applicant for a final interview with the County Superintendent. Finally, the candidate goes through a fingerprinting process and provides assurances that they have the appropriate credentials, immunizations and are free from TB.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

All of our job descriptions, contracts, and handbooks are located on our personnel departments' webpage (See Collective Bargaining Agreements and Handbooks). As co-leaders, both Erin and Katy provide oversight and support to staff. They work to have "one voice" on decisions so that there is clarity among staff on roles. Because Erin has been co-teaching math this year, in addition to being an administrator, some students are confused as to what her role(s) are at the school.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Katy Foster conducts the evaluations of teachers, para educator, and our administrative assistant. The timing of each evaluation is outlined in the collective bargaining agreements (See Collective Bargaining Agreements and Handbooks). Erin Ashley conducts the evaluation for our college and career specialist. In addition to staff from Marin County Office of Education, we work closely with three staff members who serve as "learning coaches" from the Multicultural Center of Marin. These staff members are multilingual, multicultural, and support our students' academic and social and emotional development as adults on campus and mentors in the community. School leaders from Marin's Community School/Phoenix Academy

Charter School provide feedback on the learning coaches' progress to the Multicultural Center of Marin, who conducts their evaluations.

At the start of the year, each staff member sets personal growth goals, aligned with schoolwide priorities, and standards for the teaching profession and/or administrative standards. Erin works with staff to create metrics for growth and actions to meet their goals. She uses motivational interviewing, data analysis, and internal protocols to help staff identify and remove barriers to meeting their goals. These goals are aligned with evaluation criteria for each staff member so that staff are receiving similar feedback from both leaders.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Throughout the year, staff participates in professional development activities that are aligned to each staff member's goals. Professional development has included Beyond Diversity Training from the Pacific Education Group, Culturally Responsive Teaching, Trauma Informed Instruction, Project Based Learning/Unit Design, Competency Based Learning, Social and Emotional Learning and Blended Instruction. We also have conducted whole-school "hands-on" training. Future professional development will focus on Differentiating for English Learners.

We held four weeks of professional development for new teachers over the summer, we have ten days of professional development for teachers throughout the year, teachers have weekly coaching sessions, and teachers have common planning time to support collaboration. In addition, Erin has been co-teaching mathematics to help launch our new math program and onboard our new math teacher (See our whole staff Summer Professional Development Powerpoint).

Erin and Katy also receive coaching as co-leaders through Dr. Jamila Dugan, who has helped us develop our strategic plan and be leaders for social justice. Erin receives ongoing coaching from Caitrin Wright from Silicon Schools Fund and Antonio Tapia from New Schools Venture Fund. Erin and Katy also receive coaching from leaders through Big Picture Learning. Finally, Erin and Katy are participating in a year-long professional development series on Leadership for Equity through the Pacific Education Group.

Summarize the current process to determine the measurable effect of professional development on student achievement.

We use the following data to gauge the effect of professional development on student achievement:

1. Assessment data and grades in Powerschool Learning, aligned with cognitive skills and content standards
2. Classroom walkthroughs and observation data
3. Unit and lesson plans
4. Coaching conversations
5. Student, staff, and parent surveys
6. Attendance Data
7. Transforming Education surveys on social and emotional skills and school climate
8. Measures for Academic Progress Data

We set targets and actions for our strategic goals throughout the year and report out on progress during staff meetings. Similarly, we set individual goals and actions during individual coaching conversations based on data.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

- We recently hired Teresa Magana as our new mathematics teacher. She does not hold a teaching credential yet, but holds a B.S. in Mathematics from the University of California at Santa Barbara. She is bilingual in English and Spanish, has tutored math at the college level for several years and is going through the PIP process. She plans to get a teaching credential next year.
- Christopher Low, our new Special Education teacher is in the process of earning his special education teaching credential. He is also going through the PIP process. Prior to teaching at Phoenix Academy Charter School, he taught summer school at Compass Academy through the Marin County Office of Education. He also served as a paraeducator for three years.
- Ryan Scott, our English and Humanities teacher, is teaching a Personal Finance elective course. He has a Masters in Business Administration from the University of Southern California, so is well qualified to teach this class.
- Erin Ashley, one of our co-leaders, has been teaching mathematics this semester. While she was trained as a science teacher and has a B.A. in Biology, she has a strong background in mathematics and previously taught math at the middle school and high school levels. She is also a nationally board certified teacher. In addition, she has participated in multiple mathematics and English Language Arts pedagogy and Common Core trainings led through the Achievement Network. She has also been the

teacher of record for Creative Writing and Physical Education where she oversees students who conduct independent study PE or participate in boxing with Jonathan Lucha, who has been trained as a boxer and has extensive experience in mixed martial arts (See Erin Ashley LinkedIn Profile).

- Katy Foster, one of our co-leaders, has overseen a variety of elective courses including College and Career Readiness and Student Leadership. Having been a Social Studies and administrator for many years she is very familiar with the content and skills necessary for students to achieve (See Katy Foster LinkedIn Profile).

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

See our Fall Master Schedule From Aeries and Marin's Community School/PA Schedule- Fall

Describe any use made of regularly employed instructional assistants.

We have one paraeducator who specifically supports our students with IEPs, Patricia Lilienthal. She works closely with our special education teacher, Christopher Low to support students as they meet their IEP goals. In addition, we have three "learning coaches" who are employees of the Multicultural Center of Marin, but who work on our site. Each learning coach collaborates with the teachers to provide academic, social and emotional support. They help deescalate students through one-on-one conversations, use restorative and relational practices, and take students on walks or to play basketball if they need a break.

Describe any regular use made of community volunteers.

We have one volunteer per semester from Dominican University who provides students with additional academic assistance on Tuesdays. We anticipate having three "ambassadors" from the College of Marin support us next semester to help students enroll at the College of Marin

and help students write resumes, develop job readiness skills. We also have a local church that brings a snack four days per week.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

10.7 students:1 teacher

Provide the information regarding support or classified staff.

- We have a full time administrative secretary, Saul Godinez, who is bilingual in Spanish and English and serves as a secretary, registrar, and parent liaison. He also is a teacher for parents through the Parent Project.
- We share Lesley Haynes, who is also an administrative secretary, with other departments at MCOE. She helps support all of the Alternative Education programs and has worked with Alternative Education for over 30 years.
- Jonathan Lucha, who we call a college and career specialist, is technically an Assistant Project Supervisor through the Marin County Office of Education. He helps students set and achieve postsecondary goals, and helps students develop “passion projects” for credit recovery. In addition, he administers the “Removing Barriers to Educational Success” program in partnership with Marin County Probation. He also has expertise as a boxer and loves to share his love of the sport with students.
- Jefferson Garcia, works part time to provide technical support from our Information Services Department
- Jun Obico, is our school’s custodian
- Rebecca Leacock, our therapist through Marin County Probation, works full time on our campus to provide students with therapy.
- Candrian Locati, a therapist through Bay Area Community Resources, provides individual and group counseling on our campus.

Additional Supporting Evidence and Documentation:

Job Postings
Collective Bargaining Agreements and Handbooks
Fall Master Schedule From Aeries
Marin’s Community School/PA Schedule- Fall
Erin Ashley LinkedIn Profile
Katy Foster LinkedIn Profile
Program Manager Job Description
Assistant Project Manager Job Description
Alternative Education Organization Chart
Summer Professional Development Powerpoint

Achievements:

- We utilize many of our community partners to provide additional social and emotional supports including individual and group therapy, one on one mentorship, and academic supports. As a small school, we need to be creative with our use of people and resources to provide for our students' diverse needs and interests. Our team is flexible and adaptive and regularly reconsiders how we can evolve our systems and structures to best serve students. Our staff is also patient and believes in the capacity of our young people to achieve.
- Due to our hiring processes and professional development experiences, our team is developing a common language to support students in their development of social and emotional and academic skills. All teachers are implementing routines and procedures to teach and assess social and emotional skills in their classes.

Areas for Improvement:

- Our whole staff will focus on personal goal setting during third quarter. We will work with staff to create school-wide systems and procedures for goal setting to implement during advisory and throughout the core classes.
- During third quarter, we will focus our coaching conversations on alignment of learning experiences to goals and strategies for differentiation, including developing teachers' skill sets in Project and Problem Based Learning.
- As a small charter school, we have multiple staff members who are new to teaching or who are teaching electives outside of their primary credential. As we transform our image in the community and grow our enrollment, we will be able to minimize the number of courses taught outside of individuals' area of expertise.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Throughout the year, we engaged our stakeholders in a variety of ways to align our financial resources to our LCAP goals:

Students - Students took surveys on the Summit Learning Platform, their social emotional skills, and have participated in 1:1 and small group meetings for input on curriculum, systems, and projects throughout the year. Some students also met in small groups with some of our partners in the fall and the spring. Our students regularly contribute their ideas about their programs and their thoughts on how best to meet their needs.

Parents - Each parent meeting began with a Site Council/ELAC meeting where we discussed goals, progress on goals, and ideas for the action plan. Due to our size and combined program, our LCAP Advisory Council also serves as the Site Council and ELAC.

Local bargaining units - While stakeholder engagement with staff included staff, we also held stakeholder engagement sessions with our Classified and Certificated Union leadership. These took place on May 31, 2018.

Local community - We held regular meetings to provide information and solicit input about goals and progress. In particular:

- An all partner meeting June 2017 where we discussed redesign goals and got feedback.
- Multiple meetings with Marin County Probation Department
- Multiple meetings with the Multicultural Center of Marin leadership and staff to problem solve in particular around how to engage the community more.
- Mental Health Service providers to update on progress and develop a more comprehensive plan
- We are part of a community of education innovators through New Schools Venture Fund and Silicon Schools Fund.
- We held school visits and received input and feedback from those partners.
- We presented to the MCOE Board on June 12, 2018

As we review our LCAP goals, progress, and develop our action steps each year with staff, we align our financial resources accordingly. We make decisions together using our mission, vision, and strategic priorities as our guide. Please see our 2018 LCAP for a thorough description of how resources are aligned with our LCAP Goals and actions (See 2018 LCAP Annual Update).

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Staff and leadership participated in developing action steps together and leadership determined the actual numbers based on salaries and contracts needed. School leaders worked with the business office and Ken Lippi, our Assistant Superintendent to build out our budget and align resources to our priorities.

Throughout the school year, school personnel were actively engaged in the monitoring, update and review of LCAP goals, actions, services and budgets through staff meetings.

Explain the impact the process for the allocation of resources has made on student learning.

Our school moved from a participation based system to a competency based system of earning grades and credits, with an emphasis on learning rather than work completion. Percentages are based on 38 students continuously enrolled from Oct. 1, 2017 through March 1, 2018.
74% Made progress in English

81.6 % Made progress in Math

87% Made progress in Science

66% Made progress in Social Studies

Actual attendance rates were: Q1 = 69% Q2 = 62% Q3 = 59%

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality

business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

School leaders, with the support of administrative assistance make purchases in accordance with our board policies and business offices procedures to ensure we use quality business and accounting practices. We build our budget and account for our purchases by aligning each expense to its resource, object code, function, goal, and location (See Board Policies Related to Business Operations and Chart of Accounts). There are multiple levels of approval that occur through the approval process on our online accounting system, QSS. Reimbursements must be agreed to in advance of purchase and may not exceed $300. Purchases over $5000 require the approval of the Superintendent.

We review our school budgets on a quarterly basis with our business department to ensure we spend our resources appropriately. Our Business Services department goes through an annual audit and reports on the budget each year (See Budgets and Annual Audits).

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Our beautiful school was built just five years ago, is well maintained, and provides a safe and functional learning environment. We have three main buildings, a courtyard, basketball court, field, and will expand into the MCOE main building soon to accommodate our growing student population. Our flexible walls and furniture allow us to regularly modify the learning environment to support student needs. The Marin County Office of Education is a leader in the county regarding school safety and provides trainings to districts to plan in advance of safety issues (See Safety Plan and 2018-19 Safety Verification).

We have a enough Chromebook computers to have 1 Chromebook for every student. Charging carts are located in our resource room. We also have 10 iPads that can be checked out for classroom use.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

We follow the Marin County Office of Education's Board Policies with respect to acquiring and maintaining adequate instructional materials (See Instructional Board Policies). As the Next Generation Science Standards and California History Framework have been recently adopted, and quality textbooks/materials that are aligned with the new standards are currently being developed, we decided to postpone purchase of new textbooks for our program. We use online

and teacher generated resources that align with the Common Core State Standards, California History Standards, and Next Generation Science Standards instead.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

We use assessment and observation data to drive professional development decisions during whole staff meetings, teacher professional development days, coaching and planning meetings. Erin Ashley provides weekly coaching meetings with our teachers, teachers have common planning time to use when it is appropriate to collaborate, we have ten professional development days throughout the year in addition to four weeks of summer onboarding professional development. We align our coaching conversations with school wide priorities to ensure that teachers are making adequate progress (See 2018-2019 Strategic Planning Document).

Supporting Evidence and Documentation:

2018 LCAP Annual Update
Budgets and Audit Reports
Board Policies Related to Business Operations
Alternative Education Budget
Chart of Accounts
8 Year Budget
Safety Plan
2018-19 Safety Verification
Instructional Board Policies
2018-2019 Strategic Planning Document

Achievements:

- We have received grants from New Schools Venture Fund, and Silicon Schools Fund to support us in meeting our financial goals for the first two years of our redesign. We have strong accounting practices in place to ensure financial resources are used properly and align with our goals.
- We have a safe, beautifully maintained facility that meets our school's needs.
- We have policies in place to ensure adequate instructional materials are available to support standards-based instruction.
- We use assessment data and observations to drive professional development in alignment with our strategic priorities.

Areas for Improvement:

- As publishers update their resources to realign instructional materials with the new science and history standards, we anticipate reviewing and purchasing additional curricular materials.
- We will be purchasing HP laptops soon to support our new coding elective, because Chromebooks lack some of the functionality needed for students to code.
- Our Business Services Procedures manual needs to be updated to reflect our current practices and make the purchasing process more efficient.

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

Katy Foster and Erin Ashley began a redesign process for our school in March, 2017 where they asked students, parents, staff, community members and board members to reflect on the ideal profile of a graduate for the school. They took stakeholder's input and coupled it with their research on how learning best occurs to create a new mission and vision for the school. Phoenix Academy Charter School works in tandem with Marin's Community School, so the two programs have the same mission and vision. Stakeholders from Phoenix Academy Charter School, Marin's Community School, Oracle Independent Study, and Loma Alta Juvenile Hall have a combined LCAP, so stakeholders from all of Marin's County Office of Education's alternative programs are involved in the continual improvement process. Over the coming years, Phoenix Academy Charter School and Marin's Community School plan to grow their

combined enrollment to approximately 200 students to have a more heterogeneous population that better reflects the demographics of San Rafael.

We plan to update the Phoenix Academy Charter to reflect our new instructional program during the 2019-2020 school year. We will continue to revise our charter with each future charter renewal.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

As a countywide, district run charter school, we operate under the same written fiscal policies and procedures as the other alternative programs in our district. The Marin County Board of Education has established policies related to business operations that ensure we are in compliance with the law and use quality business and accounting practices (See Board Policies Related to Business Operations and Chart of Accounts).

We review our school budgets on a quarterly basis with our business department to ensure we spend our resources appropriately.

Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

Our Business Services department goes through an annual independent audit and reports on the Phoenix Academy budget each year along with all of its other resources and accounts (See Budgets and Annual Audits). Findings of the report are submitted to the Marin County Board of Education for review. The Marin County Office of Education and school respond promptly to any deficiencies in the audit report. The audits are submitted to the California Department of Education, and the State Controller's office by December 15 each year.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

Our personnel consistently follow the fiscal policies and procedures of the district. We build our budget and account for our purchases by aligning each expense to its resource, object code, function, goal, and location. There are multiple levels of approval that occur through the approval process on our online accounting system, QSS. Reimbursements must be agreed to in advance of purchase and may not exceed $300. Purchases over $5000 require the approval of the Superintendent (Board Policies Related to Business Operations and Chart of Accounts).

Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school

financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

The Marin County Office of Education has strong systems in place to protect against mishandling of institutional funds. The Superintendent or her designee is authorized to sign contracts, write checks and release institutional funds. For our school, Ken Lippi, the assistant superintendent who oversees the alternative education programs reviews and approves all contracts and purchases for the school. Our Business Services department and Personnel Department collaborate with school leaders to ensure that all personnel and payroll information is accurate and up-to-date. School leaders may review budgets and expenditures through our online system, QSS, however they do not have direct access to financial accounts. At this time, we do not use any credit cards for our school program (Board Policies Related to Business Operations and Chart of Accounts).

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

The Phoenix Academy Charter School budget is reviewed during an annual audit along with Marin County Office of Education's entire budget on an annual basis. The audits are conducted by an independent auditor such as Christy White and Associates. The findings of our annual audits are reported on the Marin County Office of Education's website (See Budgets and Annual Audits).

Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

Stakeholders provide input and feedback to school leaders during our LCAP and SPSA processes where we determine as a school community how we will spend resources to align with our goals. These budgets are developed by school leaders in collaboration with our Business Services department and our assistant superintendent, Ken Lippi. Prior to adopting annual budgets, community stakeholders have an opportunity to review and comment on the budget during Marin County Office of Education's board meetings.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

The Marin County Office of Education and Marin County Board of Education provides adequate compensation to teaching faculty, administrators, and staff (See Personnel Documents including job descriptions, contracts, and handbooks). We have adequate staffing for our school's program and have a low student to teacher ratio. The Marin County Office of Education has a reasonable accumulation of reserves which it carries from year to year (See Budgets and Annual Audits).

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

We have not actively recruited students to join our school in the past, and have instead offered our charter school as an option for students who wish to stay at our small, personalized school after they have completed their SARB or expulsion contract through Marin's Community School. We have remained financially viable because we have shared resources such as facilities and teachers between our multiple alternative programs. Over the coming year, we will be developing a strategic communications plan to discuss our plans tor grow our enrollment with local districts and the community at large. As we finalize these plans, we will update our new website to reflect our new instructional model. Please see our 8 year budget projection attached, which anticipates our income and expenses as we grow (See 8 Year Budget).

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

We develop a budget for our combined alternative programs each year through our LCAP and SPSA processes. Based on our stakeholders' input, we develop our annual budget. Our budget is available to the public to review prior to its approval during Marin County Office of Education board meetings in June. School leaders present the LCAP and SPSA documents to the Marin County Office of Education and send the reports for review and approval by the California Department of Education.

Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

The Marin County Office of Education maintains adequate reserve funds through the general fund to ensure the financial stability of the school and all its programs. Because we are able to share resources such as teachers and facilities between our alternative programs, we are able to remain financially stable. In addition, our programs have attracted additional philanthropic funding through New Schools Venture Fund and the Silicon Schools Fund to help us be financially sustainable in the first years of our redesign process so that we have sufficient funds to address our schoolwide learner outcomes and our students' critical learner needs.

Supporting Evidence and Documentation:

See Budgets and Annual Audits
8 Year Budget
Board Policies Related to Business Operations and Chart of Accounts
Personnel Documents including job descriptions, contracts, and handbooks
Phoenix Academy Performance Audit 2017-2018
Phoenix Academy Performance Audit 2016-2017
Phoenix Academy Performance Audit 2015-2016
LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP
Single Plan for Student Achievement

Achievements:

- We have strong written and adopted fiscal policies in place to ensure financial resources are handled in a responsible and ethical manner.
- The Marin County Office of Education has an audit conducted each year by an independent auditor such as Christy White and Associates. The findings of our annual audits are posted on Marin County Office of Education's website and our school and office respond appropriately to findings.

Areas for Improvement:

- Our Business Services internal procedure documents need to be updated to reflect current practices.

Category B
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

> **Online Programs: iNACOL Standard J: Curriculum and Course Design**: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC "a-g" requirements.

As a small, countywide charter school that serves a highly transient population in grades 7-12, there are significant challenges to differentiating skills and content for students. Students have traditionally earned credits through active participation, work completion and positive attendance. When Katy Foster and Erin Ashley began the redesign process, they decided to implement a competency based learning system to make learning goals clear to all stakeholders, and to provide flexibility and support so that all students have the opportunity to achieve at high levels. During our first year of the redesign process, we used curriculum materials with grade-level content for each learner through a learning management system called Summit Learning. While it was a powerful tool for learning and assessment, unfortunately, the curriculum did not reflect the interests and learning styles of our students.

This year, we decided to focus on Culturally Relevant Pedagogy to ensure that our curriculum matches the interests and needs of our students, while providing them access to grade-level skills and content. Because we have small, multiage classes, we decided to connect all students in learning through project-based units that develop students' cognitive skills, aligned with the Common Core State Standards and Next Generation Science Standards. We use the SCALE skills rubric to teach and assess students' progress. The rubric has 8 achievement levels to support students at different developmental and readiness levels (See Cognitive Skills Rubric and Grades and Content/Skills). By focusing on skill development and using competency based learning systems, we can ensure that all learners can make progress towards mastering standards, regardless of their entry point.

All of our core course instruction aligns with the Common Core State Standards, Next Generation Science Standards, and/or the California History and Social Science Framework. Teachers are beginning to create learning progressions for each standard, based in Robert Marzano's research to reflect different levels of mastery of each learning goal (See Learning Scales). Teachers create assessments, aligned with the learning goals and track student progress using our learning management system, Powerschool Learning. Our academic model is complex, so at this point, we are focusing our efforts on differentiating skills for students, based on their progress in each unit. In math, students learn content based on their course and individual needs with the support of Khan Academy's online curriculum. In addition, students develop their standards for mathematical practice through whole-class problems. As

we build out our model, we will use more blended instruction in science and social science to differentiate content knowledge at a greater level within project based units. By using project based learning, we can provide students with the flexibility to learn content and skills appropriate to each learner (See Schoolwide Project Calendar).

Our goal for this year is to support our students in developing academic mindsets through culturally relevant pedagogy(See Ready for Rigor Framework).

Our current Board approved courses of study are outdated and need to be revised to reflect the new standards and our instructional model (See 2007 Courses of Study). For courses that are applicable, we plan to apply for UC A-G designation. As school leaders, we want to prepare our students so that they may have access and succeed in the current system while making sure our curriculum represents students' interests and backgrounds. We recognize that there are many layers of systemic racism and we want to be sure that our curriculum is not also oppressive. Over the coming years, we will work with our students, parents, and stakeholders to determine the extent to which we will align our courses to meet UC A-G requirements.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

Each quarter, teachers prepare a project-based unit for review by administrators and peers. Teachers use our project based unit template to build out units, based on interests and feedback from students (See Project Based Unit Template). Usually, a teacher collaborates with Erin Ashley to create the frame of a project, then the teacher builds out the rest of the unit independently. Teachers then present their units for feedback by using the Critical Friend Protocol (See Professional Development Agenda). Afterwards, they revise their units before implementation. We also have a common lesson planning template (See Lesson Planning Template). Erin Ashley and Katy Foster give teachers feedback on their lessons and student work/achievement data through observations, coaching sessions, and evaluations.

We plan to examine and revise our courses of study during the 2019-2020 school year.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

As we have moved from a participation based grading and credit system to a competency based system of learning, we have learned that we needed to scaffold the process. Students often come to our school multiple grade levels behind in content, skills, and credits. We want to make sure that students are making significant progress in their learning while also making adequate progress in credits towards graduation. In our first year of the redesign, we used Summit Learning's competency based system for grading and credits. The system aligned its courses with UC A-G curriculum and for many students, the content was not culturally relevant and level at which students needed to learn was out of their zone of proximal development. As a result, students grew frustrated and did not earn as many credits as they might have in the previous participation-based system. Just as we scaffold learning for students, we learned we needed to scaffold our transition from our previous system to our new system. Our current system for grades and credits honors students' growth as well as mastery of content goals

(Grades and Content/Skill Rubrics). As students develop more academic mindsets, we anticipate that this document will shift to more closely align with Robert Marzano's learning scales.

Because many of our students need to reengage in school, develop stronger relationships with their community, and already have high levels of anxiety, stress, and depression, we do not assign homework to our students. In general, our parent and student community appreciate this policy because it is one less stressor in their lives and it gives them more time to connect with each other.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

As students are referred to our school, we review their transcripts and place them in the appropriate courses based on their academic needs and courses needed to graduate. Our college and career specialist and administrative secretaries communicate with feeder districts to get up-to-date student information before they begin classes. Students meet with our college and career specialist to determine students' post-secondary goals and provide them with opportunities to connect them with internships, job shadows, or help them enroll in community college. We also hold career fairs and college visits throughout the year to expose students to a variety of post-secondary opportunities. Because we are not yet WASC accredited and our courses are not yet A-G approved, students who plan to go to a public university must go to a community college first.

Beginning in January, we will have ambassadors from the College of Marin support students as they sign up for classes, write resumes, and develop college and career readiness skills.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

We have a board-approved course list that combines the courses from all of the alternative programs. Please see our current course list: Combined Course Offerings.

List the courses for which there is a written comprehensive and sequential documented curriculum.

Teachers of our core classes (English, Math, Science, and Social Studies) develop their curriculum based on the Common Core State Standards, Next Generation Science Standards, and California History and Social Sciences Framework. They post their assignments and grading expectations on their website through Powerschool learning. Teachers design their curriculum by integrating agreed upon school wide cognitive skills, content standards, and social and emotional goals (Sample Teacher Website).

While we have courses of study included in the 2007 Courses of Study document, most of these courses are based on old standards and the previous program (See 2007 Courses of Study). As we are going through our redesign process, we need to revise our courses of study

and our charter to reflect the new standards and our new instructional program. This work is planned for the 2019-2020 school year.

List the graduation requirements of the school, if applicable.

High School Subject Credits Required

English 40

Mathematics 20

Algebra I (grade "C" or higher) 10

World History, Culture and Geography 10

U.S. History and Geography 10

U.S. Government, Civics and Economics 10

Art, Art Appreciation/History, Foreign Language 10

Physical Education 20

Health 2.5

Life Science 10

Physical/Earth Science 10

Electives 47.5

TOTAL CREDITS REQUIRED FOR HIGH SCHOOL GRADUATION: 200

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

We currently have 8 seniors enrolled at our school. One of our students is about to begin a construction internship and hopes to continue with construction as a career upon graduation. Four of our students plan to go to the College of Marin to pursue an AA degree and then transfer to a University. One of these students has a job at TAY Radio as the radio host and plans to attend the College of Marin. Several of our 12th grade students are significantly behind in credits and will be preparing to take the GED or HiSet test this spring through a personalized learning elective beginning in January.

Additional Supporting Evidence and Documentation:

Robert Marzano Learning Scales

Culturally Relevant Pedagogy

Cognitive Skills Rubric

Grades and Content/Skills

Professional Development Agenda

Schoolwide Project Calendar

Project Based Unit Template

Lesson Planning Template

Critical Friend Protocol

Combined Course Offerings

2007 Courses of Study

Sample Teacher Website

Powerschool Learning Grading Platform

Classroom observations

Achievements:

- We are one of a few countywide charter chools that has moved from a participation/positive attendance grading and credit system to a competency based learning system to support all learners as they make progress to become proficient in grade level learning goals. This represents a significant culture shift over the past 18 months and our collective belief that all students can achieve at high levels.
- We are beginning to use a common language and protocols to teach and assess students' academic, social and emotional skills. Our teachers have a growth mindset and are developing their ability to use project based learning and competency based learning through a culturally responsive lens.
- Students are developing greater academic mindsets, are beginning to take more initiative for their own learning and are seeing that their effort leads to learning.
- We have launched an advisory program for students to develop supportive relationships in small groups, set individual academic and social and emotional skills, and explicitly learn social and emotional skills such as self-management, self-efficacy, growth mindset, and social- awareness.

Areas for Improvement:

- We need to update all of our courses of study and our charter to reflect the new standards and our academic program. As part of this process, we need to develop learning scales for content knowledge in addition to the skill rubrics for each course that align with the Common Core State Standards, Next Generation Science Standards, and California History and Social Science Curriculum.
- We need to use more blended instruction in our science and social studies classes to differentiate academic content at a greater level.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

> **Online Programs: iNACOL Standard H: Equity and Access**: A quality online program's policies and practice support students' ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

All students and their parents meet with one of our co-leaders and our college and career specialist, Jonathan Lucha when they enroll. We ask students about their goals, strengths, and interests. Jonathan reviews students' transcripts, enrolls students in the appropriate courses, and puts together an individual roadmap for the student to help them meet their post-secondary goals (See Credit Roadmap). All students have the opportunity to make informed decisions about the educational and/or postsecondary options they pursue. Jonathan checks in with students multiple times per year so that students know how well they are making progress towards goals.

Jonathan also plans two career days per year where students are exposed to a wide range of internship and career opportunities with local business partners including Marin Community Clinics, Marin Parks and Recreation, the radio and production organizations, construction companies, and College of Marin representatives (See Career Day photos).

On a student-by-student basis, Jonathan helps connect students with internship opportunities in the community. Over the last year, students have done internships with local mechanics, electricians, medical clinics and child-care facilities. We also have a College and Career elective where students create resumes, practice interview skills, and make plans to find a career that will meet each student's personal and financial goals.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs.

While our classes are not yet UC A-G approved, all students have access to a rigorous, standards based curriculum. Our teachers and learning coaches provide students with the access and support needed for students to make progress and master academic skills and content. Our cognitive skill rubric allows us to teach, and provide students with feedback on next steps to improve on standards-aligned cognitive skills. Our teachers ground their unit and lesson plans in student voice and the content standards. Our special education teacher works with other content area teachers to ensure our students with individualized education plans receive the accommodations and/or modifications they need to be successful. Our teachers use a wide range of technologies and supports to scaffold assignments for students who are English Learners. Our bilingual teachers and learning coaches often work one-on-one with students who are English learners to provide additional linguistic scaffolds and/or translate information for students. In math, students are using Khan Academy to support a blended instructional model where students in the same classroom learn different mathematics content

depending upon the course they are enrolled in and the pace they need to learn (See Master Schedule).

Comment on the extent to which the instructional practices facilitate access and success for all students.

Our competency-based system of learning allows students to learn at their own pace and focus on developing content knowledge and skills they have not yet mastered. Students appreciate the ability to try multiple times and receive feedback on their learning to improve. We have more work to do as a school to systematically embed linguistic scaffolds for English learners throughout our courses.

All teachers use project and problem based learning to have students develop skills and knowledge while solving problems. Students appreciate the opportunity to participate in hands-on learning experiences that connect them with their community. In January, we will work with teachers to make projects more authentic and grounded in community needs.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

During our admissions meetings, students, parents, and our college and career specialist meet to discuss the students' goals and plan to meet their goals over the year. Depending on the nature of the student's enrollment, they may also discuss which habits or beliefs may need to be modified to help the student meet his/her goals. Throughout the year, teachers and administrators regularly contact parents to share successes and challenges. Our student support team meets weekly to connect students who need additional supports with individual therapy, group counseling, or other resources in the community. Students with IEPs work with their entire team to develop their annual goals.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

We had two students graduate last year, one student enrolled at College of Marin and the other student went on to work for a family member's landscaping business. We recently signed up for National Clearinghouse Data to get information on our students' postsecondary transitions. This will be available by the end of the year.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

In addition to using project and problem based learning throughout our program, we are beginning to develop systems to make our projects grounded in community needs and develop students' social capital over time. Through our partnership with the Multicultural Center of Marin, student mentors will connect students with service learning projects that connect to their projects at school. For example, as students explore the laws of thermodynamics as they relate to climate change in science class, they will have opportunities to mitigate the effects of climate change such as sea level rise in the Canal Neighborhood of San Rafael. We are also working with an organization called Sidekick to help us design project based units that connect with members of

our community. Last year, we had a wide variety of guest speakers come to our school to connect student learning with real world applications (See Sidekick's webpage).

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

The Credit Roadmap our college and career counselor uses had been a great tool to re-engage students and connect daily learning goals to students' long-term goals. Beginning in January, we are initiating new systems for personal academic and social and emotional goal setting to use in our advisories and core classes (See Credit Roadmap).

We have a variety of juniors and seniors who have finished mathematics and/or science and who need additional credits in English and/or History. These students meet with Jonathan and collaborate with a credentialed teacher to develop "passion projects" that connect with students' interests, cognitive skills, and course content they need to graduate. For example, a student was interested in immigration issues and he was able to demonstrate his understanding of the three branches of government through the context of immigration policy (See Passion Project Template).

Supporting Evidence and Documentation:

Credit Roadmap
Career Day photos
Passion Project Template
Multicultural Center of Marin
Sidekick's webpage
Master Schedule

Achievements:

- We are systematically tracking and sharing students' interests and goals with staff and students to help us make learning experiences relevant to students.
- We have a wide variety of community partners and organizations that we are using to help us make our project based units authentic and engaging. These partners will also increase the capacity of our teachers to make projects more authentic.
- We regularly expose students to a variety of college and career opportunities through career days, college visits, and ambassadors from community colleges.

Areas for Improvement:

- Now that we have signed up to receive information on our students through National Clearinghouse, we need to work with our Information Services department to upload our data with their organization.
- Our students thrive when they have opportunities to connect with members in our community to solve real world problems. Over the next year, we are interested in working with Big Picture Learning to develop systems for managing the logistics of internships so that we can expose more students to opportunities in our community and develop the skills they need to be successful in college, career, and life.
- We need to go through the WASC accreditation process so that our students have greater access to scholarships and so that we may get our courses UC A-G approved.

Category C
Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

All students are enrolled in courses with learning goals aligned to the content standards, academic skills, and social and emotional competencies (See Master Schedule). Teachers and learning coaches actively engage students in learning experiences to assist students in achieving our school wide learning goals. Social and emotional skill development is a focus area of our core classes as well as our advisory program. Teachers are focusing on supporting students in moving from dependent learners to become independent learners by serving as a facilitator of learning, using inquiry-based questioning methods, and collaborative learning strategies through project and problem-based units. As we are focusing our efforts on Culturally Responsive Pedagogy, we are starting to use this walk through tool to communicate "look-fors' in the classroom and during coaching conversations (See CRT Observation Tool).

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

All core teachers post the standards-based content, cognitive skills, and social and emotional learning goals on their boards and communicate with students what the expectations of students are in terms of their levels of performance by using rubrics (See Sample Math Problem and Rubrics). Through our learning management system, Powerschool learning, students receive color-coded scores through a competency-based gradebook (See Gradebook Sample). Based on feedback, students have multiple opportunities to improve their

performance. When a student demonstrates a higher level of mastery on a concept or skill, their previous grade is replaced with the new score.

While individual teachers use performance scales specific to their course and content, in general, our performance scales are aligned with the template below.

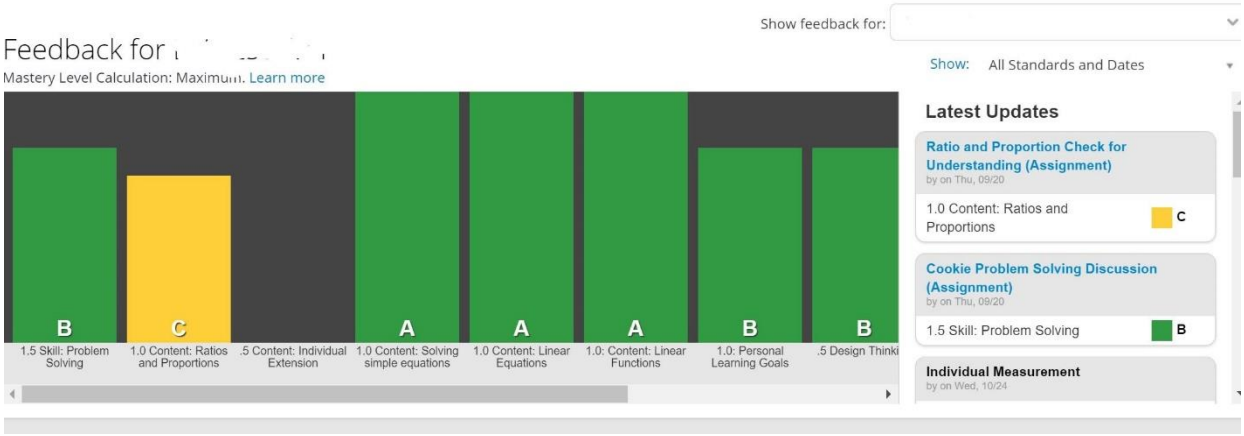
All teachers use a common cognitive skill rubric, which allows us to differentiate assignments

Letter Grade on each skill or content	PowerSchool Rubric Score	Understanding of Skill	Understanding of Content Knowledge
A	4	Student is at grade level or above in mastering the skill	Student can apply content knowledge in new situations
B	3	Student has made significant growth (1-2 years) in learning the skill	Student can make meaning of the content knowledge, connecting concepts with other ideas and experiences
C	2	Student has made some growth in the skill	Student is beginning to understand concepts, but has not yet connected new ideas to other experiences and concepts.
D	1	Student has attempted assignments, but has demonstrated little growth in the skill	Student has attempted assignments, but has demonstrated little understanding of the concepts

and give feedback to students at different grade levels on the same skill (See Cognitive Skills Rubric and Grades and Content/Skills).

All students know which knowledge and skills they need to focus on by reviewing their competency-based gradebook in Powerschool Learning. Please see the sample gradebook below for a student in Algebra. This student knows he needs to practice the knowledge

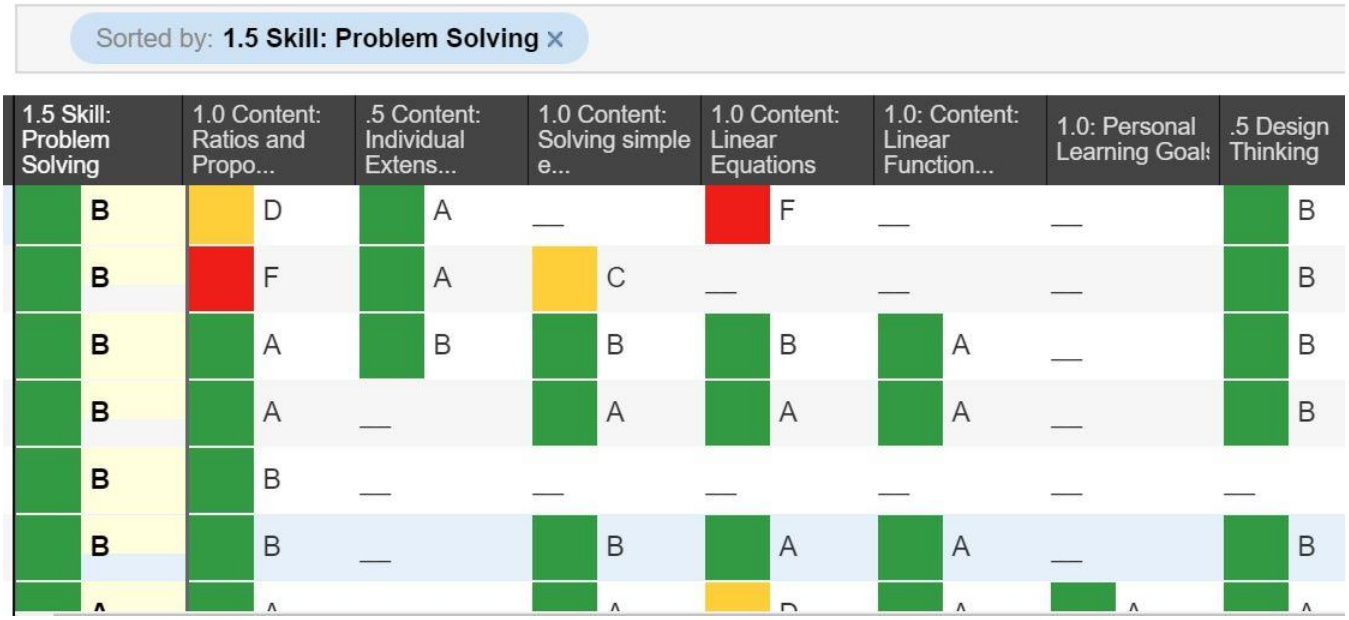
associated with Ratios and Proportions to demonstrate mastery (See Sample Student Gradebook).



Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

All teachers use formative and summative assessments to measure students' learning. They use Powerschool Learning to track students' progress in learning standards-based content and skills. The competency-based platform allows teachers to sort students by level of mastery of particular learning goals, so that teachers can more easily direct extension and remediation opportunities to students. For example, in math, we have students in multiple grades and multiple subjects in the same class. We use Powerschool learning to group students in small

workshops to practice and assess students' mathematical content knowledge. Please see the screenshot of the gradebook below (See Sample Gradebook).



Many of our students have severe depression, anxiety, and/or substance use issues which gets in the way of learning. As a result of traumatic experiences, students have heightened cortisol levels which makes it difficult to learn and/or stay focused. Many students have also experienced years of negative experiences related to learning in school and we are working hard to show students that when they keep trying, they can learn from mistakes and become proficient in learning goals. Our teachers and learning coaches are extremely flexible and adaptive in responding to students' needs, making in-the-moment changes to student groupings, activities, and strategies to support students' needs. When students need a break or are having a difficult time, learning coaches take students on walks or to an alternate setting to calm down until they can get back to learning. Teachers, students, and learning coaches take advantage of our one-to-one technology and online learning resources to help students make academic progress whatever their needs are by using teacher resources through Powerschool Learning, our adaptive reading platform through LightSail, and/or Khan Academy for mathematics resources.

We have a full time therapist through Marin County Juvenile Probation, Rebecca Leacock, who works on our campus to support students address their mental health needs (See Marin County Juvenile Services Website). We also recently launched a substance-use group and

individual counseling on campus through Bay Area Community Resources (See BACR Website).

Our special education teacher, Christopher Low, and our para-educator, Patricia Lilienthal, work with our teachers to support our students with IEPs meet their individual goals and become proficient on course specific learning goals. Chris works with students in their mainstream classes and pulls students out as necessary to provide students with the supports they need to be successful.

Our teachers embed a wide range of linguistic supports to support students' English language development. They use active listening strategies, realia, provide sentence starters, graphic organizers, use adaptive reading and translation technologies, and adapt assignments to provide students with both access to rigorous curriculum and linguistic scaffold necessary to succeed. We have three multilingual learning coaches, and several of our teachers are

bilingual in English and Spanish, which supports many of our students at the beginning levels of their English language acquisition.

Supporting Evidence and Documentation:

Master Schedule

CRT Observation Tool

Sample Math Problem and Rubrics

Cognitive Skills Rubric

Grades and Content/Skills

Sample Student Gradebook

Sample Gradebook

Powerschool Learning

LightSail

Khan Academy

Marin County Juvenile Services Website

See BACR Website

Achievements:

- We have set up a competency based system of learning supported by our learning management system, Powerschool Learning. The system helps teachers and students make data-driven instructional decisions to differentiate learning opportunities for students.
- We have several online technologies in place to support teachers as they differentiate for the wide range of students' academic needs including Khan Academy, Light Sail, and Powerschool learning.
- Our teachers are organizing their curriculum through project and problem based units to engage and differentiate learning experiences.

Areas for Improvement:

- While we have many strategies and supports in place to support our English language learners, we still have more work to do to provide more systematic linguistic supports throughout our academic program.
- We are working on helping students become independent learners. Many students prefer to work one-on-one with teachers and sometimes lack the confidence to make progress independently. We are working on developing routines for students to work collaboratively, support one another, and rely less heavily on direct instruction.
- Our students' mental health needs are significant and we will need more therapeutic and wrap around social services to meet their needs so that they can come to school ready to learn.
- As we continue to build a culture that supports students as more independent learners, we will be able to provide greater differentiation within project-based units.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

> **Online Programs: iNACOL Standard K: Instruction:** A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Our teachers regularly attend professional development trainings specific to their content areas. Candice Aguirre, our science teacher, recently attended the California Science Teachers Association Conference in Pasadena (See CSTA Conference Website). Our history and social science teacher, Ryan Scott plans to attend an upcoming training series on the California History Framework at the Marin County Office of Education (See History Training). We recently hired Teresa Magana as a math teacher, and she is working closely with our co-leader, Erin Ashley to implement our mathematics program which supports students development of content knowledge, standards of mathematical practice, and social and emotional skills.

All of our teachers use Google Suite technology for students to submit and receive feedback on their work. Our teachers also all use Powerschool Learning for their class websites and grading platforms. Our teachers use online computer simulations, online learning platforms such as Khan Academy, and adaptive reading programs such as LightSail to differentiate learning for students.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

All of our core teachers (English, Social Science, Science and Math) teachers use project and problem based learning to organize their units. Through project and problem based learning, our teachers are shifting their role from being the directors of learning to facilitators of learning by using strategies that promote inquiry and problem solving. Our math teachers, Erin Ashley and Teresa Magana use problem based learning in math to support collaboration and the development of standards of mathematical practices (See Standards of Mathematical Practices). They often use problems' from Dan Mayer's Three Act math and Mathalicious that promote rigorous discussions and problem solving in math (See Three Act Math and Mathalicious websites). In science, students practice science and engineering practices to build devices such as speakers as they learn about the electromagnetic spectrum.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Students have many opportunities to demonstrate their ability to apply knowledge at higher cognitive levels by creating and synthesizing information into project products such as infographics, essays, presentations, or laboratory reports. They engage in high level thinking as they evaluate each other's arguments around content during Socratic Seminars, and debates.

In each class, teachers create learning scales based on the content knowledge students need to learn. Students could demonstrate learning through a wide range of project products, but they need to demonstrate application of knowledge. For example, please see the sample learning scale below that Candice Aguirre, our science teacher, used to determine students' levels of understanding of how neurons work for standard LS1A.

	1-Beginning	2-Emerging	3-Proficient	4-Transfer/ Application
LS1.A: Structure and Function Systems of specialized cells within organisms help them perform the essential functions of life. (HS-LS1-1)	• **Can identify structures of a cell:** ○ **Nucleus** ○ **Cell Membrane** • **Understands what function and structure mean** • **Can explain the relationships between cells, tissues and organs.**	• **Can identify structures of a neuron cell:** ○ **Cell body** ○ **Synapse** ○ **Receptor** ○ **Dendrites** ○ **Nucleus** ○ **Axons** • **Can explain how structure can help the function of a neuron.**	• **Can describe how structures of a neuron work together to send signals to one another.** • **Can explain that a drug releases a particular chemical and how it affects a neuron.**	**Can predict how a particular chemical will influence neural function.** **For example, if a receptor is flooded with serotonin, predict the impact on neural functions.**

In mathematics, students demonstrate that they can apply knowledge by making sharing how mathematical concepts show up in their every day lives or by creating problems of their own for other students to solve. For example, when learning about ratios and proportions, students identified a wide range of situations where ratios and proportions showed up in their lives: when determining how much fuel would be needed in a car to go a specific distance, when determining how much fabric would be needed for a specific size shirt, or how much of a particular ingredient would be needed for a recipe.

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

Our teachers use project and problem based learning throughout their curriculum for students to develop higher level thinking and problem solving skills.

In English, students practiced their oral presentation skills as they presented their identity poems to the rest of the class. This project allowed them to learn to apply their use of figurative

language to an original poem and develop oral presentation skills. See the sample work and rubric attached (See Identity Poem and Oral Presentation Rubric).

In History/Social Science, Students applied their knowledge of the events of World War 1 and narrative writing by writing a letter home from the perspective of a soldier involved in World War 1 (See Letter Home Assignment and Sample Student Work).

In Science, students regularly conduct investigations that allow them to develop skills such as predicting/hypothesizing, and analyzing data (See Bacteria Lab Assignment). Recently, students made infographics to communicate how different drugs impact the brain. Through the project, they developed their skills of evaluating sources, integration of evidence, and use of multimedia (See Neuroscience Infographic Assignment).

In Math, students participate in interactive activities to solve problems and develop higher level thinking skills. Students recently used the design thinking process to build gliders as they learned how to calculate percent change, use modeling in mathematics, and use multimedia in oral presentations (See Glider Presentation Assignment, and Sample Glider Presentation).

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

We use a wide variety of instructional materials and resources to support learning in our courses. In addition to board approved textbooks, we use online textbooks and resources through CK12 for math and science. We also use Khan Academy, Mathalicious, and Three Act Math in our math classes. We use Newsela for leveled texts and news articles for each of our classes. We use lessons and project resources through Buck Institute of Education, Teaching Tolerance, World Savvy, for our History and English classes.

We use our human and community resources creatively to connect our staff members' passions and expertise to empower our young people. For example, our college and career specialist is also a talented boxer, so he supports instruction during our physical education classes (See Boxing Picture). We work closely with the Multicultural Center of Marin to provide mentorships, academic and social and emotional supports. One of our staff members, Juan Colonia, and our students were recently featured on the front page of our local newspaper (See Marin IJ Article: Multicultural Center of Marin).

We use our physical resources creatively, often finding ways to get students learning outside. For example, we often use our court as a space to learn mathematics. Here is a picture of our

students making human graphs and a video of a student's glider project (See Human Graph of Linear Equations and Glider Video/Twitter).

Explain the degree to which students have access to and are engaged in career preparation activities.

All students participate in career days at least twice per year (See Career Day Pictures). During career days, students have opportunities to sign up for internships, apply to jobs, and learn about dual enrollment programs through our local community college.

All students meet with our College and Career Specialist, Jonathan Lucha, to make post-secondary plans and get connected with internships, jobs, and/or get enrolled in community college depending upon their interests and needs. We also work closely with Luis Luciano, from Marin County Probation, to get our students connected with job opportunities in the community. While students do internships year-round, we have the greatest participation in internships over the summer (See MCOE Board Presentation for Summer Internships).

We offer a College and Career elective to all students. During the college and career elective, students learn to write resumes, practice interviewing skills, and have a chance to explore a wide range of careers and education pathways to meet their personal and financial goals.

Supporting Evidence and Documentation:

CSTA Conference Website

History Training

Standards of Mathematical Practices

Three Act Math

Mathalicious

Identity Poem and Oral Presentation Rubric

Letter Home Assignment and Sample Student Work

Bacteria Lab Assignment and Neuroscience Infographic Assignment

Human Graph of Linear Equations

Glider Presentation Assignment, Glider Video/Twitter, and Sample Glider Presentation

Boxing Picture

Marin IJ Article: Multicultural Center of Marin

MCOE Board Presentation for Summer Internships

Achievements:

- We are using a common language to discuss learning, particularly around the development of cognitive skills throughout our core classes. Teachers are using learning scales to promote higher level thinking and application of knowledge.
- We take advantage of material, human, physical, and community resources throughout our program to engage students in meaningful learning experiences.
- We have strong systems in place to communicate and give feedback to students about their learning.

Areas for Improvement:

- We have a highly transient student population and many new students are unfamiliar with competency based systems of learning. We need to develop stronger onboarding activities so that new students can understand our learning management and grading systems more quickly. We also need to provide more frequent trainings to parents so that they can communicate with their students about what they are learning.
- We would like more students to participate in internships and learning experiences in the community. Over the next year, we will work on developing systems to manage the logistics of having more students learning in the community.

Category D
Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

Our school collects a wide range of data to assess and monitor our effectiveness in meeting our schoolwide goals.

Classroom Level: Teachers use a wide range of formative and summative assessments to determine students' levels of proficiency on academic skills and content knowledge. They use cognitive skills rubrics to communicate expectations for student learning and provide feedback to students. Teachers use our grading system, Powerschool Learning to track student achievement. During our staff meetings on Fridays, teachers identify students who need additional supports to meet their personal and academic goals. Administrators, along with our therapist, set up meetings to support the students and connect them with additional resources such as individual therapy or community resources if necessary. This process is very effective in identifying students who need additional supports. However, our students and their families often require supports to achieve that are outside of our resources available (ex. family counseling services, housing, and/or support with childcare). Administrators use classroom observation tools to assess how well teachers are performing on schoolwide areas of focus (See Classroom Observation Tool).

Behavioral Data: Teachers and administrators use Aeries to track and document students' behavior, suspensions, and interventions taken to provide students with additional supports to achieve. This is very effective in helping us monitor individual students' progress. A challenge we have is having enough capacity to document all to the varied supports we provide students including interventions such as positive phone calls home, individual walks, and/or use of our motivation room to deescalate situations.

Attendance: Teachers enter daily attendance using Aeries. Our administrative assistants, Saul Godinez and Lesley Haynes prepare weekly attendance reports for administrators to analyze. Administrators collaborate with parents, Marin County Juvenile Probation and Law Enforcement to support students with chronic attendance issues. Students with chronic attendance issues are also referred to the School Attendance Review Board.

CAASPP: We monitor our participation rates in addition to students' official scores. Scores are sent directly to parents as well as analyzed as a school. It has been challenging to get students' buy-in to the tests and complete the tests. They have often become frustrated and given up on the tests, so our participation rates have been low. As a result of our low participation rates, we have not yet been able to use these assessments effectively to drive our improvement process.

ELPAC: We assess our English Language Learners each spring to assess their development of English Language. This data is extremely effective in helping us direct additional linguistic scaffolds to students. Because we have students enroll in our school on a year-round basis, and many of our students who arrive late in the year are English Learners, many of the students who are tested have only been in our program a short time. As such, this data is less effective at helping us analyze the effectiveness of our linguistic supports in our program.

Measures of Academic Progress (MAP): We assess students at our school three times per year in English Language Arts and Mathematics using NWEA's MAP tests. Similar to the CAASPP tests, we have a difficult time getting students to complete the assessments. However, because we can analyze the data immediately, we can use the data to inform our next steps to provide students with individual supports. We are beginning to use this data to inform our instruction and anticipate that it will become a more valuable tool over time to direct supports to individual students.

Grades and Credits: We monitor students' grades and credits on a quarterly basis to determine how well students are making progress towards graduation and their post-secondary goals. Grades and credits are very effective in helping us evaluate our impact on student learning as our grades and credits are tied directly to student learning.

Transforming Education Surveys: Twice per year, we have our students and teachers take surveys through Transforming Education to assess our culture and climate as well as individual students' social and emotional skills. The results of the test are organized by student subgroup and allow us to identify equity gaps in student mindsets and/or skills and areas we can improve as a school. These assessments are extremely useful in helping us determine our progress on helping students develop social and emotional skills.

California Healthy Kids Surveys: Once per year, we have students take the California Healthy Kids Survey. While participation rates have been low due to low-buy in, the information is extremely useful to our school in identifying the reasons students do or do not come to school, which substances they are using, and which risky behaviors they participate in and why.

Internal Student Surveys: We have students take surveys twice per year to monitor our school culture, climate, students' level of engagement in their classes. These surveys are helpful in providing us with ideas from students about the issues that matter most to them and informs our next steps as a school to engage students.

Parent Surveys: Parents complete surveys twice per year to give us feedback on our culture, climate, and students' level of engagement in their classes. Feedback from parents is an essential element of our school improvement process as it informs what our schoolwide priorities are and how we allocate resources.

Enrollment Data: While the majority of students are referred to our school through the School Attendance Review Board, Juvenile Probation or School Expulsion process, many students choose to stay at our school after their contract has expired. These students often transfer to our charter school, the Phoenix Academy Charter School after their contract is up. This data is extremely helpful, as it allows us to determine how well our school is meeting individual students' needs.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Every Friday, our teachers and staff meet to discuss individual students' needs and interventions needed. This structure is extremely helpful in providing students with timely interventions to help them meet their personal and academic goals. During these meetings teachers and staff use attendance data, behavioral data and academic achievement data to inform next steps to support students. Administrators set up meetings with parents and other stakeholders to support students identified in these meetings.

Teachers regularly make phone calls home to parents to discuss individual students' successes and needs. Bilingual staff assist teachers in making phone calls home for teachers who are not bilingual.

Grades and credits are mailed to parents and guardians on a quarterly basis. Students' transcripts are updated and our college and career counselor meets with students to discuss students' progress towards their goals.

We report attendance, grades and credit data to our staff and parent community on a quarterly basis during staff meetings and parent education events/school site council/ELAC meetings. Reporting on a quarterly basis provides parents and students with frequent enough feedback that we can use the data to direct individual supports to students as necessary.

We report attendance data, suspension rates, grades and credits, enrollment, and parent/student survey results on an annual basis through our LCAP report. This process supports our school in evaluating the effectiveness of our goals, action steps and funding decisions so that we may continually improve (See LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP).

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

We use a competency based grading system where students earn grades and credits based on how well they have made growth toward and mastered learning goals. If students have earned an A, we know that students are at grade level in a particular knowledge or skill area. We know if students are making significant growth in particular area if they have earned a B. This grading

process has been an effective scaffold in helping us move from a participation and positive attendance based grading system to a competency based system. The impact of shifting to this system is that it has helped students and teachers focus more on learning and academic achievement, as students and teachers can point to specific strengths and areas of growth that students need to work on to make progress. This shift has also supported students in developing a growth mindset because students have multiple opportunities to demonstrate mastery on any given knowledge or skill area. Please see the table below that outlines how we grade content knowledge and skills.

Letter Grade on each skill or content	PowerSchool Rubric Score	Understanding of Skill	Understanding of Content Knowledge
A	4	Student is at grade level or above in mastering the skill	Student can apply content knowledge in new situations
B	3	Student has made significant growth (1-2 years) in learning the skill	Student can make meaning of the content knowledge, connecting concepts with other ideas and experiences
C	2	Student has made some growth in the skill	Student is beginning to understand concepts, but has not yet connected new ideas to other experiences and concepts.
D	1	Student has attempted assignments, but has demonstrated little growth in the skill	Student has attempted assignments, but has demonstrated little understanding of the concepts

Supporting Evidence and Documentation:

CAASPP Data (See Part 1 of this Report)

CELDT/ELPAC Data (See Part 1 of this Report)

Measures of Academic Progress (MAP) Data *

Behavioral Data, Including Suspension Data *

Attendance Data *

Transforming Education Data *

Classroom Observation Tool

Formative Assessments *

Summative Assessments *

Grades and Credits *

Student Surveys *

Parent Surveys *

Enrollment Data *

California Healthy Kids Survey

Parent Meeting Sign-In Sheets*

LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP

*Due to privacy, we are not including this data in this report. However, we can demonstrate how we collect this data during our school visit.

Achievements:

- We are beginning to implement a wide range of assessments including Transforming Education Surveys, and MAP tests that will help us identify achievement gaps between school subgroups towards our schoolwide learning goals.
- Our weekly staff meetings help us identity individual students who need individual supports to meet their personal and academic goals in a timely manner.
- Our students and staff use achievement data reported in Powerschool to drive next steps in instruction and learning.

Areas for Improvement:

- We need to increase our participation rates on many assessments including CAASPP, ELPAC, California Healthy Kids Survey, and MAP tests. As we increase our participation rates, we will be able to use the data more effectively to inform our next steps as a school.
- We need to upload our data to the National Clearinghouse to see where our students go after graduation.
- As many students are referred to us because of poor attendance, it would be helpful to compare students' attendance in their home districts compared to their attendance at our school to better understand the effect of our interventions to improve attendance.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

Teachers use project and problem based learning to organize their units. Within each unit, students have at least two opportunities to be assessed and receive feedback on a particular cognitive skill (See Cognitive Skills Rubric). The skill is usually assessed first during a project benchmark. Students then receive feedback on their performance and have an opportunity to demonstrate their progress on the skill a second time when they turn in their project at the end of the unit. This system supports students in developing a growth mindset and encourages them to take more academic risks. Similarly, students have the opportunity to demonstrate mastery of their content knowledge multiple times within a unit. In mathematics, students often use Khan Academy's online videos and practice problems, then participate in small group workshops based on student mastery with a teacher to get in-the-moment feedback on their work. Teachers provide a wide range of assessments for students to demonstrate their learning including oral assessments, written assessments, online assessments, and projects.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

All teachers use formative and summative assessments to guide, modify and adjust instruction. Our teachers see formative and summative assessments as an integral part to the

learning process. Based on students' levels of performance on specific knowledge and skills, teachers use data to inform student groupings and next steps for remediation.

We are focusing as a staff to help our students become more independent learners. As more students develop their confidence as independent learners, our teachers will have greater capacity to differentiate learning experiences for students during each moment of instruction.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Students submit project products in each class that are used as assessments of students' understanding of specific standards-based content knowledge and skills. For example, in history/social science, our students demonstrated their understanding of narrative writing, point of view and the events of World War 1, in the "Letter Home" unit, where students wrote a letter home from the perspective of a soldier in World War 1. To complete the assignment, students needed to demonstrate the social and emotional skills of growth mindset and self-efficacy. They demonstrated a growth mindset by submitting drafts for feedback so that they could improve and they demonstrated self-efficacy by setting individual daily goals to complete research and complete the final letter by the deadline (See Letter Home Assignment and Sample Student Work).

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Our teachers routinely engage in dialogue with students to determine which learning experiences are relevant, assessable, and help prepare them for college, career and life. Our college and career counselor collects information on students' interests and post-secondary goals and provides this information for teachers. In addition, teachers conduct student-interest surveys and draw on their relationships with students to craft project-based units that will be engaging and relevant to students. Sometimes, our teachers find that while a topic was engaging to students at the start of a unit, sometimes students lose interest in the middle of unit. Instead of scrapping the unit's learning goals, the teachers may shift the context of the unit to connect with students' interests. For example, at the start of the year, our science teacher, Candice Aguirre, found students were losing interest on her "Fake News" project on the scientific method. She decided to shift the focus of the project to an investigation on bacteria which included the same cognitive skill learning goals and supported students in learning foundational content knowledge in life science. As a result of this shift, she re-engaged students and helped them master content knowledge and skills to prepare students for their futures.

Supporting Evidence and Documentation:

Classroom Observations

Teacher Unit Plans

Instructional Coaching Agendas and Notes*

Student Survey Results*

Parent Survey Results*

Cognitive Skills Rubric

Letter Home Assignment

Sample Student Work

School Mission, Vision, Values and Student Outcomes

*Due to privacy, we are not including this data in this report. However, we can demonstrate how we collect this data during our school visit.

Achievements:

- We have established a competency based system of grading to inform instruction and support differentiation for students.
- We have established a system for instructional coaching where each teacher receives weekly coaching to support their development and improve student achievement.

Areas for Improvement:

- Our students have significant social and emotional needs which can lead to challenges managing emotions and classroom disruptions. We need to work on developing the academic mindsets of students by continuing to show them that effort can lead to

achievement. As this culture is established, our teachers will have greater capacity to differentiate content and skills for each student based on assessment data.

- We are working with community partners such as the Multicultural Center of Marin and others to connect project-based learning experiences at school with real-world service projects in their community. As students participate in learning experiences such as these in their community, they will develop skills they need to be successful in college, career and life.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that effect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continual program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

School leaders regularly review and provide feedback to teachers on standards-based project units and lessons. Each project is reviewed by our co-leader and instructional coach, Erin Ashley, before it is implemented. Throughout the unit, Erin provides feedback to teachers to improve student achievement across all subgroups. On a quarterly basis, teachers present their unit plans to other staff members for a peer review process, where they receive feedback to continually improve. English and Math teachers review the results of MAP data to understand students' strengths and areas of growth. Our math teachers review student data in Khan Academy to inform next steps in instruction and assessment.

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

Through the LCAP process and feedback from our school site council we review data and make adjustments to goals, action steps, and allocate resources appropriately. We review grades, credits, attendance, CAASPP, ELPAC, graduation rates, student and parent surveys, MAP and Transforming Education assessments to inform next steps. Last year, for example, based on feedback from students, teachers and achievement data, we decided to discontinue using Summit Learning as our learning management system. We decided that the curriculum was not culturally relevant enough for our student population. In its place, we decided to use Powerschool Learning, which supports competency based grading, and focus our professional development efforts on Culturally Responsive Pedagogy, competency based learning and project based instruction. We also determined that we needed a full time math teacher and special education teacher to support our students' wide range of abilities and needs.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

We meet with our core teachers on an annual basis to identify curricular materials to supplement our teacher-generated curriculum. We recently adopted LightSail, an online

adaptive reading program to supplement our teacher-generated curriculum in our English courses. We also began using Khan Academy this year in mathematics to differentiate learning for our wide range of students. Our teachers use range of online sources for their curriculum including CK12, projects through the Buck Institute for Education, and Teaching Tolerance. We plan to meet with teachers this spring to identity additional curriculum supplements that would support student achievement.

We have held off on purchasing new textbooks that align with the Next Generation Science Standards and California History and Social Science Framework until we are confident that textbooks adequately align with the new standards and meet our programmatic needs. In the science and history textbook reviews we conducted last spring, many publishers appeared to realign their old content with the new standards instead of fundamentally restructuring how they presented the content. In addition, we want to be sure that curriculum we purchase adequately represents our students' backgrounds and is racially and ethnically inclusive.

This coming year, based on feedback from our school site council, we will invest more resources in helping our teachers make their project based units authentic through real-world problem solving. We will also invest in training opportunities for teachers to conduct interdisciplinary projects, which will make time and space even more variable for students as they learn (See Single Plan for Student Achievement).

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

Input from students and parents has helped us improve tremendously as a school. We have increased student support services including individual and group therapy for students with substance use issues. We have increased transportation offerings to students based on need. Parent feedback has also driven the content of parent education events. We provided trainings to parents on the effects of toxic stress, held a training on college and career options for students, and provided a training on drugs and alcohol in collaboration with Juvenile Probation. Through the LCAP process, we effectively use stakeholder feedback to revise goals and actions and align resources appropriately to realize our schools' mission and vision (See LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP).

Describe the school's security systems that maintain the integrity of the assessment process.

First, we ensure that student data is secure through memorandums of understanding with our partner organizations that we contract with to provide testing services. These memorandums of understanding outline how student privacy is protected in accordance with federal and state regulations and laws. Partner organizations we contract with for testing include Transforming Education, Northwest Evaluation Association, California Department of Education/ Educational Testing Service and WestEd.

When students take assessments online, they sign in with a secure code online that is student specific. If it is a paper assessment, students sit in a location where they may not see other

students' assessments and policies are in place to ensure students cannot share testing information or data.

Supporting Evidence and Documentation:

Classroom Observations

Unit Plans and Lesson Plans

Student Surveys *

Parent Surveys *

Parent Meeting Sign-In Sheets*

Memorandums of Understanding with Partner Organizations

LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP

Single Plan for Student Achievement

*Due to privacy, we are not including this data in this report. However, we can demonstrate how we collect this data during our school visit.

Achievements:

- We have a wide range of assessment data that drives our improvement process within each classroom and as a school.
- We make decisions to improve student achievement by involving all of our schools' stakeholders through our LCAP process and the development of how resources are allocated in our Single Plan for Student Achievement.

Areas for Improvement:

- We need to increase our participation rates on the CAASPP, ELPAC, and MAP assessments to better inform our decisions and improvement process as a school site.

Category E
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

> **Online Programs: iNACOL Standard Q: Parents/Guardians:** In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Our School Site Council/ELAC committee meets at least six times throughout the year to involve parents, teachers, and community members in school activities and our continual improvement process. We work closely with our non-profit community partner, the Multicultural Center of Marin to increase parent participation, provide meals, translation services, childcare and transportation to families to events. At our recent Exhibition Night, parents and community members enjoyed a meal of freshly made pupusas and aguas frescas as they toured classrooms and reviewed student work posted throughout the school. During this meeting, they provided feedback to our staff regarding our strengths and areas of growth related to meeting our mission and vision (See Exhibition Night Slides).

We work closely with the Multicultural Center of Marin to identify problems in our community that our students can help solve. For example, in the spring, students plan to work with the Multicultural Center of Marin to help mitigate the effects of sea level rise in the Canal Neighborhood as they learn about Climate Change in science. Students regularly participate in the Mulitcultural Center of Marin's boxing club, TAY radio, and community service events (See Photos of Dia de los Muertos and TAY Radio and the Holiday Toy Drive).

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

We have at least two career days per year where students are exposed to a wide range of internship and career opportunities with local business partners including Marin Community Clinics, Marin Parks and Recreation, the radio and production organizations, construction companies, and College of Marin representatives (See Career Day photos). The Marin County Office of Education has an extensive network of businesses to work with through the School-to Career program. Our students have access to participate in county wide initiatives run by the county such as the Construction Academy and the Education Careers Academy held at various times throughout the year.

We are also working with an organization called Sidekick to help us design project based units that connect with members of our community. Last year, we had a wide variety of guest speakers come to our school to connect student learning with real world applications (See Sidekick's webpage).

On a student-by-student basis, our college and career specialist helps connect students with internship opportunities in the community. Over the last year, students have done internships with local mechanics, electricians, medical clinics and child-care facilities. We also have a College and Career elective where students create resumes, practice interview skills, and make plans to find a career that will meet each student's personal and financial goals.

During our professional development days, students participate in what we call "Expeditions." These field trips connect students with various business professions, colleges, museums, and experiences. Over the last year, expeditions included field trips to do screen printing at a graphic design studio, the USS Hornet, College of Marin, Santa Rosa Junior College, Balmy Street Alley in San Francisco, the SF Museum of Modern Art, California Academy of Sciences, Exploratorium, and an overnight trip to Walker Creek.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

All students and their parents meet with one of our co-leaders and our college and career specialist, when they enroll. During these meetings, we educate parents and students about our school's mission, vision, values, and student outcomes (See Mission, Vision, Values, and Student Outcomes). In addition to our admissions meetings, we involve parents and community members to the following events throughout the year, where we review our purpose and goals:

- Six School Site Council/ELAC Meetings that correspond with back to school night, two exhibition nights, and three parent education events
- Parent/Student/Teacher Meetings
- IEP Meetings
- Marin County Office of Education Board Meetings

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

During admissions meetings, parents give our staff insight as to their students' strengths, interests and areas of growth. We regularly call parents to share students' successes and challenges to enlist their support. Parents serve on our school site council/ELAC, share their knowledge/experience as guest speakers, participate as chaperones on field trips, support their students during parent/teacher meetings, and attend IEP meetings as appropriate.

Comment on how parents have access to school personnel regarding all concerns.

Parents can call our office, where we have a bilingual administrative assistant available to assist them during business hours. Parents can also come by our office to set up a meeting or talk with one of our co-leaders that is available. Parents can contact our teachers by calling the

school or emailing them at any time. Parents also take advantage of our Remind101 texting service that allows them to text school leaders directly.

Describe how the school regularly communicates to parents and other stakeholders.

We have a comprehensive system to communicate with parents and community members to involve them in the education of their child. We see parents as essential partners to educate and support their student and as such, involve parents in problem solving and decision making regarding their individual student and the school as a whole.

Board Meetings: School leaders present to the Marin County Board of Education and community members on a monthly basis.

Parent Meetings: We hold at least six parent events per year at the school.

Mail: Before school starts each year, we send an enrollment packet, available in students' home language, to families with calendars, events, schedules, forms, and legal updates. Each quarter, we mail home students' updated grades, credits, and transcripts to communicate their progress. We also send invitations to parent events such as school site council meetings, back to school night, exhibition nights, and graduation.

Phone: Prior to all special events, we make individual phone calls to each family to invite them to attend and to communicate how important it is that they participate.

Text Message: We use Remind101 to send text messages to our students and parents regarding field trips, events, or modifications in schedules.

Email: Very few of our parents use email, so we do not regularly rely on it to communicate with our families.

Powerschool Learning: Parents can see students' up to date assignments and grades through Powerschool Learning. We helped parents add the link to access their students' grades on their phones to make it easier to stay in communication.

Website: We are in the process of updating our new website, www.marinscommunityschool.org . When it is complete, we will promote it more broadly as a communication tool for our community.

Supporting Evidence and Documentation:

Exhibition Night Slides

Dia de los Muertos and TAY Radio and Holiday Toy Drive

Career Day photos

Sidekick's webpage

Mission, Vision, Values, and Student Outcomes

Parent Education Events Sign In Sheet

Remind101

Powerschool Learning

School Website

Achievements:

- We have increased parent participation at school wide events by increasing our outreach efforts through our relationship with the Multicultural Center of Marin.
- We have a wide range of community partnerships including the Multicultural Center of Marin, Bay Area Community Resources, College of Marin, Dominican University, Marin Community Clinics and others that support our school community.

Areas for Improvement*:*

- We are in the process of updating our website to use as a communication tool with all of our stakeholders. As of December, the information contained on our website is limited.
- We would like to send home regular communications through a newsletter or blog to celebrate our students' achievements on a regular basis and inform our stakeholders about upcoming events.

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

> **Online Programs: iNACOL Standard P: Organizational Support:** A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

Our beautiful campus is five years old, is well maintained, and provides a safe and orderly learning environment. We have three main buildings, a courtyard, basketball court, field, and will expand into the MCOE main building soon to accommodate our growing student population. Our flexible walls and furniture allow us to regularly modify the learning environment to support student needs. The Marin County Office of Education is a leader in the county regarding school safety and provides trainings to districts to plan in advance of safety issues (See Safety Plan and 2018-19 Safety Verification).

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

We have a safe, secure, clean, and learning environment where adults provide care and support for students. We have policies and procedures in place to create an orderly environment that is flexible and responsive to students' needs. As a trauma-informed school, we have many structures in place to help students manage stress and develop social, emotional and academic skills. For example, teachers embed social and emotional learning goals and activities into every lesson, staff use restorative and relational practices to prevent and repair harm, learning coaches give students breaks when they are anxious or need to calm down. On-site therapists use cognitive behavior therapy and group discussions to help students develop new healthy patterns of thinking and behaving (See Progressive Discipline Policy).

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

Our staff is passionate, caring, and committed to helping our students achieve at high levels. We have developed strong, trusting relationships with one another where we can give each

other feedback to continually improve. During staff meetings, we solve problems together in an environment that values different opinions, perspectives, and collaborative solutions.

While we have a strong staff culture, we are working to cultivate a cohesive student culture where our students feel safe enough to take academic risks and support one another. Many of our students have difficultly trusting adults and their peers because of traumatic experiences. Students can easily trigger one another and/or act disrespectfully to other students and adults. We have work to do as a school to create a learning environment where all students feel safe (See California Healthy Kids Survey).

As we redesign our school, one of our biggest challenges is to shift our school's reputation in the community. Many people have traditionally referred to our school as "County" and have taken a deficit mindset around who our students are. As a result, many students have been reluctant to embrace the school and their peers as part of their community. We are working to flip this narrative and show our students and community that our students are capable of achieving at high levels. We are starting to see this shift in action as more and more students choose to stay at our school past their contracts with their feeder districts.

To intentionally develop the culture of our school, we have created a school wide social contract with our students. We use the contract to celebrate behaviors we are looking for and hold each other accountable to our norms (See Social Contract).

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Internal Communication: We have strong systems for communication between our co-leaders, Katy Foster and Erin Ashley who are in close contact and meet twice per week to develop and implement plans. They work with staff to ensure they are using "one voice" as co-leaders in communications. Katy sends a "This Week" email every week to communicate about new students, upcoming events and important information. Erin coaches each teacher on a weekly basis to support teachers in meeting professional goals that are aligned with schoolwide priorities. The whole staff meets twice per week. We use Wednesday meetings for professional development and collaboration time and Friday meetings to discuss individual student support needs. Our time together is incredibly valuable as it allows us to adapt to our students' needs while staying focused on our mission and vision. We also communicate about student issues throughout the day by using group texts. This allows us to be inform each other of situations as they occur and reduce the number of distractions in the classroom.

External Communication: We have a strong system in place to communicate with parents and community members. We are seeing an increase in parent involvement, and will continue to invest in strategies involve parents in problem solving and decision-making. As we redesign our website, we plan to update parents more frequently by directing them to pages that will inform them about available resources and opportunities.

Supporting Evidence and Documentation:

Safety Plan and 2018-19 Safety Verification
Review of Facilities

Staff Interviews During School Tour
See Progressive Discipline Policy
LCAP Documents: 2015-2016 LCAP, 2016-2017 LCAP, 2017-2018 LCAP).
and Single Plan for Student Achievement
Transforming Education Data *
Social Contract
Student Surveys *
Parent Surveys *
California Healthy Kids Survey
*Due to privacy, we are not including this data in this report. However, we can demonstrate how we collect this data during our school visit.

***Achievements**:*

- We have cultivated a strong staff culture, built on trust, professionalism, and high expectations for all students. We share a common belief that we must work as a team to continually improve.
- We have a plan in place to develop the academic mindsets of our students and are beginning to see students take more ownership of their learning and their peers' success.

Areas for Improvement:

- We need to continue to develop a school culture that reflects our values. We need to enlist students as leaders in this culture shift and as ambassadors to represent our school in the community.
- We need to develop a strategic plan for communications with our community at large that takes an asset-based approach and highlights the strengths of our students and our school.
- We need to finish our new website to communicate with our community.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

All students have access to a wide range of academic supports and intervention services to support them meet their academic, social, emotional and personal goals.

Academic: When students enroll at our school, we meet with students to identify their strengths, interests and personal goals. Students work with our college and career counselor to set grade and credit targets for each quarter as well as discuss opportunities to learn in the community through job shadows and internships. Students with IEPS receive support services from their teachers throughout their classes and with the support of their special education teacher and paraeducator. Students interested in exploring specific interests or going deeper in their learning may pursue passion projects, individual extension projects to encourage exploration. Teachers discuss students who need additional supports during our staff meetings on Fridays. Our administrators and student support team work to set up meetings and provide additional services to students where they are available. Students who are English language learners have a wide range of linguistic scaffolds throughout their classes. In addition, many of our staff members are multilingual and can provide translation services were necessary.

College and Career: We host two career days per year where students are exposed to a wide range of internship and career opportunities with local business partners (See Career Day photos). On a student-by-student basis, Jonathan helps connect students with internship opportunities in the community and helps them enroll in classes at the College of Marin. We also have a College and Career elective where students create resumes, practice interview skills, and make plans to find a career that will meet each student's personal and financial goals. We are beginning to help students get short-term goals to meet their long term goals as a staff. We will see the effectiveness of this strategy over the coming months.

Mental and Physical Health: We have a full time therapist on campus, Rebecca Leacock, through Marin County Juvenile Probation. We also have a part time therapist, Candrian Locati, through Bay Area Community Resources who provides individual and group counseling to address substance use issues. We have three full time learning coaches through the Multicultural Center of Marin to support teachers and students in addressing the social and emotional needs of students. We have counselors who support students with severe mental health issues through Marin County Health and Human Services. We refer students directly for services through their "Access" program. Huckleberry Youth provides our school with free education services regarding healthy relationships, sex education and STD prevention, human trafficking, gender identification and sexuality. We also connect our students with services provided by Marin Community Clinics such as the Teen Clinic, Health Hubs and counseling services. Our community partners are incredibly supportive and our students have significant needs. Many of our students have severe mental health needs and there are currently not enough bilingual therapists available through our partners to support our needs.

Other services: We provide transportation using school vans to and from Novato and the San Rafael Transit Station. All students receive a free bus pass when they turn in their paperwork. We provide all students lunch and breakfast free of charge. When it is appropriate, we connect students with nonprofits in the community that provide child care, legal support, clothing, and other services. Students and families appreciate all of the services we provide, however, our community has significant needs, and one issue that has been very difficult to address is housing.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

We have established a competency-based system of learning to monitor students' progress towards mastering academic knowledge and skills. This system is helping students and teachers focus conversations around learning. Our learning management system, Powerschool learning, helps teachers group students and direct extension and remediation activities based on student achievement. The system is also helping our students develop a growth mindset as they are seeing their efforts lead to mastery of standards-based skills and knowledge.

We have also implemented several online programs including Khan Academy and LightSail. We are using Khan Academy to support differentiation of content in mathematics. We are beginning to see students take advantage of the system to practice new concepts and skills. We recently started using LightSail, an adaptive reading program. We are working on populating the platform with more texts that our students will find engaging. We will have more information on LightSail's effectiveness soon.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are

provided to enable access to the academic standards and schoolwide learner outcomes for all students.

We use a wide range of school wide and classroom based assessments to inform next steps in instruction so that all students can master standards-based academic learning goals as well as develop their social and emotional skills. Our staff convenes during our Friday meetings to identify students who need additional supports, however, our staff communicates regularly, and if there was a more urgent concern, staff members would bring it to school leaders' attention immediately. We use the assessments described in section D to direct the support services described above to the appropriate students.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

We are focusing as a staff on Culturally Relevant Pedagogy to ensure that our curriculum matches the interests and needs of all of our students, while providing them access to grade-level skills and content. Our core teachers design project-based units that develop students' cognitive skills and content knowledge. Our core courses align with the Common Core State Standards, Next Generation Science Standards and/or California History and Social Science Framework. We use the SCALE skills rubric to assess students' progress, that includes an 8 levels to support students at different developmental and readiness levels (See Cognitive Skills Rubric and Grades and Content/Skills). All students have access to rigorous, standards-based curriculum and the enrollment throughout our classes reflects the diversity of our students.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

All students participate in an advisory class twice per week to focus on personal goal-setting, develop social and emotional skills, and strengthen relationships with adults and students in a small-group setting. In addition, all students have access to a variety of elective options to explore topics of their choice. We will launch a new coding elective in January along with a film-making course, a personal finance course, and physical education. These electives support students' exploration of a wide range of interests while promoting schoolwide learning outcomes such as academic, social and emotional skills.

Beginning in January, we will work with the Multicultural Center of Marin to have mentors work with our students afterschool. Together, our students, with the support of their mentors, will conduct service learning projects in the community. This strategy will directly empower our students to make a positive impact in our community.

Supporting Evidence and Documentation:

Memorandums of Understanding with Partner Organizations

Career Day photos

Culturally Relevant Pedagogy

Cognitive Skills Rubric and Grades and Content/Skills)

Student Handbook

Credit Roadmap

Passion Project Template

Achievements:

- We have strong relationships with a wide variety of community organizations that help us address our students' mental, physical, and individual needs.
- We have a strong foundation and are developing systems of support to address individual students' needs.

Areas for Improvement:

- We need a bilingual licensed clinical social worker to increase our capacity as a school to address our students' mental, physical, and personal needs.
- We would like to increase the number of students participating in internships and community college courses.

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- We have a collaborative and dedicated staff who will do everything it takes to support our students in achieving at high levels.
- We have a wide range of community partnerships that provide students with resources and opportunities to meet their goals.
- We have been recognized by New Schools Venture Fund and Silicon Schools Fund for our innovative educational design and the first stages of our implementation.
- Our school leaders have the support of County Superintendent Mary Jane Burke and the Marin County Office of Education to redesign our school. School leaders have a Memorandum of Understanding in place that outlines the autonomies they need to do the redesign work.
- More students are beginning to stay at our school and opt-in to our school because we are meeting their educational and personal needs.
- We are one of a few countywide charter schools that has moved from a participation/positive attendance grading and credit system to a competency based learning system to support all learners.

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

- We need to develop and implement a strategic plan to communicate with feeder districts and our community at large about who we serve. Communications regarding our students need to take an asset-based approach so that students may develop positive academic mindsets. This will allow us to attract a more heterogeneous student population that reflects the demographics of San Rafael over time. Part of this communication strategy will be to update our new website.
- We need to increase our capacity to address students' mental, physical and personal needs by hiring a bilingual licensed clinical social worker.
- We need to update all of our courses of study and our charter document to reflect the new standards and our academic program. As part of this process, we need to develop learning scales for content knowledge in addition to the skill rubrics for each course that align with the Common Core State Standards, Next Generation Science Standards, and California History and Social Science Curriculum.
- We need to provide more systematic linguistic supports throughout our academic program to support our English Language Learners.

- We need to develop stronger onboarding activities so that new students can understand our learning management and grading systems more quickly. We also need to provide more frequent trainings to parents so that they can communicate with their students about what they are learning.
- We need to increase our participation rates on many assessments including CAASPP, ELPAC, California Healthy Kids Survey, and MAP tests. As we increase our participation rates, we will be able to use the data more effectively to inform our next steps as a school.

Name: Erin Ashley *Position:* Co-Leader

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

Phoenix Academy Charter Renewal

Appendix

A – WASC Visiting Committee Report

Back to TOC

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

INITIAL VISIT
VISITING COMMITTEE REPORT —
CALIFORNIA PUBLIC SCHOOLS

This form is to be used in conjunction with the *ACS WASC Initial Visit Procedures Manual for California Public Schools* and is to be used for all California Public and California Charter Schools. Note: Criterion A6 pertains only to California Charter Schools.

Part I

Name of School: Phoenix Academy

School Address: 1111 Las Gallinas Avenue, San Rafael, CA 94903

Grades Reviewed: 7-12

Enrollment: 8

School Type(s): Charter School

Comprehensive, Community Day School, Alternative Education/Continuation, Independent Study, Charter School, Home Study, Online Distance Learning, etc. (if more than one school type, list approximate percentages)

Initial Visit Chair:	Lori O'Connor	(415) 637-0841	lorioconnor213@gmail.com
	Name	**Phone**	**Email**

Initial Visit Team Member(s): Anne Vallerga

Date of Visit: April 4, 2019

Introduction

Phoenix Academy (Phoenix) is one of the four alternative education programs operated by Marin County Office of Education (MCOE). Phoenix serves some of the most marginalized students in Marin County in grades 7-12 who need a smaller, more personalized environment to learning. Many of the students have experienced severe trauma, have poor attendance, are credit deficient and/or have behavioral challenges. Referrals are made to the school from local districts through the Student Attendance Review Boards (SARB), expulsions and Marin County Juvenile Probation. As a charter school, students may also voluntarily enroll from any district. Phoenix Academy was originally designed to offer students with substance abuse challenges a therapeutic learning environment. Over the years, there have been many changes including a shift away from abstinence-based therapeutic programs in favor of harm reduction models. As local districts and law enforcement agencies began using more restorative practices, the charter saw reductions in the number of students being referred and a shift in the types of services students needed. As a result, the charter was modified through the June 2015 charter renewal to broaden the age range of student services to grades 7-12. In addition, the charter has expanded its population to include all students, especially those who need additional social emotional support, students who have a history of trauma and those who may be at risk of substance abuse. Phoenix operates in tandem with Marin's Community School.

Phoenix Academy is located on the Marin County Office of Education campus in the residential community of Terra Linda in San Rafael, California. The school moved several times since 1980 before being housed in a new facility that was built five years ago.

The school serves students throughout Marin County. The county population is 261,000. While the demographics in Marin County are predominantly white (80%), 93% of the students are students of color and 72% are socioeconomically disadvantaged, reflecting inequities that are prevalent throughout Marin County. There is also a large immigrant population in the area.

Over the last four years, the enrollment at Phoenix has fluctuated between 8 and 21 students. Enrollment by ethnicity has been mainly Hispanic/Latino over the last four years. Currently the school serves 64% male students and 36% female students. Fifty seven percent of the students are English Learners and 72% are socioeconomically disadvantaged. Students in special education make up 14% of the enrollment with 3% foster/homeless.

Phoenix has recently joined the National Student Clearinghouse to retrieve data on the school's graduates since the tracking of students is difficult and has historically never been done.

In March 2017, Phoenix began a redesign process to revise their mission and vision. They plan to grow and attract a more heterogeneous population over time so that they can directly address racial inequities and improve academic outcomes for students. Now in their second year of the redesign the staff is continuing to align policies, procedures, curriculum, talent and resources.

Marin County Office of Education has recently received a waiver from the State of California to combine their four alternative programs into our Local Control Accountability Plan (LCAP). The data included in the WASC report is a combination of data from all four schools.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Selected statements from the school application:

Mission: To empower each other to follow our passions and lead purposeful lives.

Vision: We will prepare ALL students with the knowledge, skills and habits needed for success in college, career and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive and inclusive environment, our diverse students will develop their social and emotional skills and find individual pathways to achieve their goals.

Schoolwide Learner Outcomes:

1. *All students are prepared for success in college and career upon graduation.*
2. *Academics: Students will master content knowledge and skills necessary to be successful in the modern economy.*
3. *Mindsets, Essential Skills and Habits: In addition to academic mastery, all students will develop essential social and emotional skills…*
4. *Personal Goals: All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.*

Visiting Committee comments:

The school has a clearly stated mission, vision and Schoolwide Learner Outcomes (SLOs) that were collaboratively developed by stakeholders and communicated extensively to the members of the school community. The mission, vision and SLOs are included on the school's website and handbook, are a part of the admissions process, are addressed at every parent meeting and inform the strategic plan.

There is consistency between the school vision, mission and SLOs, the students learning needs, the school program and ongoing school improvement process. These statements were developed and aligned with student and school community needs. They come out of the school's improvement process, routinely reflecting the school's strengths and areas for growth to continually improve.

The school uses the Design Thinking Process to tackle big problems such as refining the master schedule and developing the culture. At least three times each year the school stakeholders review the vision, mission and schoolwide learner outcomes. The school's leadership places a high value on the innovation process and regularly communicate that everything has an expiration date.

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Selected statements from the school application:

The board's duties include:

1. *Delegate the authority to execute established policies to the County Superintendent and determine how adequately the policies were implemented.*
2. *Determine the scope of work that the County Office of Education conducts including the number of types of special school to operate.*
3. *Approve the courses of study and curriculum for County Office of Education departments and programs.*
4. *Approve offers of employment.*
5. *Adopt an annual budget.*
6. *Secure sites for special school buildings and approve building plans.*
7. *Approve, as required by law, contracts entered into by the County Superintendent.*
8. *Act on all matters as required by law.*

Visiting Committee comments

As county-operated alternative school, the school is governed by County Superintendent Mary Jane Burke and the Marin County Board of Education. The school's vision, mission and schoolwide learner outcomes are aligned to the Board of Education policies and bylaws.

The Board of Education is responsible for governance and the responsibilities listed above, while the Superintendent and her staff are responsible for the implementation of policies and programs. As the school began their redesign process the co-administrators negotiated an MOU with the Superintendent outlining the extent to which school leaders can make key decisions at the school. During the visit with the Assistant Superintendent and Board Member, it is clear that there is on-going communication and alignment of vision between the school leadership and county office.

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Visiting Committee comments:

The processes and procedures for involving staff in shared responsibility, actions and accountability to support student learning is effective. The school leadership involves all stakeholders in the development of the mission and vision as well as the LCAP and Single Plan for Student Achievement. Whenever possible the leadership uses a shared decision-making process in order to gain the greatest amount of support and buy in from the staff.

The school takes measures and has practices in place to create effective structures for internal communication, planning and resolving differences.

The school planning process has ensured that the voices and ideas of parents, students, staff, board and community members have been included. The school works with many community based organizations and business partners to support student learning and to strengthen the school community.

In order to ensure that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes and academic and career readiness standards impact the development, implementation and monitoring of the single plan and the LCAP, the teachers have identified fourteen cognitive skills to teach and assess school wide during the school year. Teachers also use the Cognitive Skills Rubric to guide their assessment and feedback to students. The school uses competency based grading giving students multiple opportunities to become proficient. Powerschool Learning is used as a learning management system. Teachers also integrate social emotional activities into their daily lessons.

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Visiting Committee comments:

Phoenix Academy has procedures to ensure that all staff members in all programs are qualified for their responsibilities through employment policies and practices, staff background and training. All information for staff is located on the personnel department's web page. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs and research. The school uses data to gauge the effect of professional development on student achievement: assessment data and grades in Powerschool Learning, observation data from classroom walk throughs, unit and lesson plans, coaching conversations, student-staff-parent surveys, attendance data, Transforming Education surveys, measures for Academic Progress Data. Data needs to be more formalized and presented longitudinally in WASC reporting.

Currently the school has several teachers who do not possess a credential for the subject area that they teach, however, have experience and education to be qualified to teach the subject. The school employs a paraeducator and makes use of several community volunteers. The student teacher ratio is 10.7 students to 1 teacher. There are provisions for small schools relating to teachers teaching out of their credential area.

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Selected statements from the school application:

Our school moved from a participation based system to a competency based system of earning grades and credits, with an emphasis on learning rather than work completion. Percentages are based on 38 students continuously enrolled from Oct. 1, 2017 through march 1, 2018.

74% made progress in English

81.6% made progress in Math

87% made progress in Science

66% made progress in Social Studies

Actual attendance rates were: Q1 = 69% Q2 = 62% Q3 = 59%

Visiting Committee comments:

Throughout the school year, the leadership engages stakeholders in a variety of ways to align financial resources to LCAP goals. The LCAP goals dictate action steps that are aligned fiscally. The leadership and staff along with MCOE staff are actively involved with monitoring and updating goals.

There are school processes in place for making purchases and auditing financials. The facilities were built five years ago and are well maintained and provide a safe environment. The school has 1:1 Chromebooks on campus. The school follows policies and procedures for acquiring and maintaining instructional materials and equipment

NOTE: CRITERION A6 APPLIES TO CHARTER SCHOOLS ONLY.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Visiting Committee comments:

The co-leaders began a design process in March 2017 where they asked all stakeholders to reflect on the ideas profile for a graduate for the school. With stakeholder input and research on how learning best occurs, a new mission and vision was created for the school. Phoenix works in tandem with Marin's Community School (MCS). Over the coming years, Phoenix and MCS plans to grow their enrollment to a combined enrollment of 200 students and have a more heterogeneous population to better reflect the demographics of the area. Phoenix has a shared LCAP with four other alternative schools that are run by the Marin County Office of Education.

As a countywide district run charter school, the school operates under the same written fiscal policies and procedures as the other alternative schools in the district. The Marin County Office of Education has established policies related to business operations. The Business Services Office goes through an annual independent audit and reports on the Phoenix budget each year. There are multiple levels of approval that occur for purchasing items and reimbursements. There are regular accounting and external audit procedures that meet generally accepted principles of accounting and audits.

Stakeholders provide input and feedback to school leaders through the LCAP and SPSA processes and this is how the school determines how resources will be allocated. Budgets are developed by the school leaders in collaboration with the County Superintendent's Office.

MCOE provides adequate compensation to teaching faculty, administrators and staff. There is adequate staffing at the school and there is a low student to teacher ratio. MCOE has a reasonable accumulation of reserves which it carries from year to year.

The school has not actively recruited students and have instead offered Phoenix as an option for students who wish to stay in a small, personalized school after they have completed their SARB or expulsion through MCS. Phoenix remains financially viable because there are shared resources between the school and MCS. Teachers and staff work between the schools.

The budget is communicated to the community through the LCAP and SPSA processes. The budget has adequate reserve funds to ensure financial stability of the school and its programs. The school also receives funding from the New School Venture and Silicon Schools initiatives.

Category B:
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Selected statements from the school application:

Our teachers develop lesson plans each day with learning goals that include content, skill, and social and emotional goals. Teachers and learning coaches are beginning to use a common language to discuss social emotional skills and are developing common routines and practices to explicitly teach and give feedback to students on their social and emotional development. We have adopted the SCALE Cognitive Skills rubric as the foundation of our curriculum (See SCALE Cognitive Skills). All teachers are explicitly teaching and assessing students' development of cognitive skills through project based units.

While every core lesson includes a standards-based content learning goal, we have more work to do to differentiate content learning goals by grade level. In math, we are beginning to use Khan Academy to support the level of content differentiation that is required to teach grades 7-12 at our small school. Over the next year, we will update our courses of study to reflect our curriculum updates.

Visiting Committee comments:

Phoenix Academy is transitioning from an older traditional model for alternative county schools where students earn credits through active participation, work completion and positive attendance. Under newer leadership, the learning model has been redesigned to a competency-based system, with learning and mastering skills and content the priority for earning credit.

As Phoenix moved from participation-based grading and credit to the competency model, they determined they needed a learning platform to better scaffold and show progress, especially for students with deficiencies in content, skills or credit. Phoenix tried Summit Learning, however found it wasn't suited to student needs because it lacked cultural relevance for their diverse, high-needs, transient population and didn't have the flexibility in rigor to meet students at their level. Students expressed frustration, and Phoenix decided to replace Summit with PowerSchool Learning as a new learning management system (LMS) that gives them more flexibility to adapt learning integrating the SCALE skills rubric, Project Based Learning (PBL) and Common Core standards. Teachers are working to design learning progressions aligned with standards and authentic assessments. Rigor will be assessed using 4.0 scales as outlined by Marzano, adapted to align to Common Core content standards and other learning objectives. Teachers collaborate on projects for students using a shared calendar.

The framework for Phoenix instruction is a culturally relevant pedagogy, which is in alignment

with Phoenix School Values of Multiculturalism, Achievement and Resilience. Phoenix strives to develop academic mindsets, uses the Ready for Rigor framework, assigns no homework and embeds trauma-informed strategies.

Phoenix is supporting college and career readiness for students by forming personalized learning plans and partnering with organizations including College of Marin, the Community Center of Marin, TAY Radio Marin and others to offer students internships, jobs, guest speakers and chances to apply their learning in community projects.

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Selected statements from the school application:

Every student meets at least twice per year with our college and career specialist and two times a week with an advisor to develop a plan of action for students to graduate and meet post-secondary goals. High school students each have a "Credit Roadmap" that outlines how many credits in each subject students need to graduate. Our college and career specialist plans field trips, college visits, career days, and internship opportunities based on students' interests and opportunities available (See Credit Roadmap attached).

Visiting Committee comments:

School leadership at Phoenix places a special emphasis on a student-centered approach, as evidenced through the changes in mission and vision and adapting curriculum and instruction to be responsive to student needs (i.e. moving away from Summit Learning to other resources).

Personalization and differentiation seems to be a strong focus at Phoenix, with teachers designing courses and learning to make student progress transparent and to give students ownership in their learning using skills rubrics, culturally relevant approaches and blended technology such as Khan Academy paired with class instruction. The competency-based model allows for students to progress at their own pace, and demonstrate proficiency through multiple attempts and constructive feedback.

Special populations at Phoenix have been steadily increasing over the past several years in the areas of English Learners and socioeconomically disadvantaged. Of all students enrolled, 93% are minority and 72% are socioeconomically disadvantaged, and 57% of students are English Learners. Foster/Homeless Youth enrollment fluctuates from year to year, but even at 3% is no doubt a significant number in such a small school population. Currently 14% of students are Special Education.

- The Special Education teacher works with classroom teachers to ensure IEP accommodations are honored and leveraged for student success.
- EL scaffolds and supports are integrated into classes, and Phoenix has identified continued EL support and designated instruction in English as a priority for the future.
- With nearly three quarters of the school population qualifying for free or reduced lunch, tailoring services and learning to meet the needs of these students is key for Phoenix. To meet this need, Phoenix has partnered with community organizations such as the Multicultural Center of Marin to mentor students, organize service learning, offer authentic applications of project based learning and to arrange guest speakers.

Students and their families at Phoenix each meet with a college and career specialist upon enrollment to assess their progress thus far, credit deficiencies and goals. Together, they create a personal roadmap for the student to fulfill credits and work toward post-graduation goals. The

personalised roadmap is a student-friendly excel sheet outlining credits needed ("What you need") and credits earned ("What you have").

Throughout the year, Phoenix administrators and teachers regularly contact parents and families to share student progress and successes. A student support team meets weekly to connect students to additional supports including therapy, group counseling or other resources. IEP teams meet annually to review goals and progress.

Students have several resources to pursue academic goals using the newer competency model as well as personal and career goals. Each year, students can participate in two career day events where they are exposed to a wide range of internship and career opportunities in partnership with local businesses and organizations. Students also work with the college and career specialist to identify internship opportunities in the community, including mechanics, electricians, medical clinics and child-care facilities. In a college and career elective class, students can create resumes, practice interview skills, understand finances and make career plans. Some students also complete a "Passion Project" that simultaneously fulfills credit requirements while offering students a chance to customize learning based on their interests and cognitive skills.

Category C:
Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Visiting Committee comments:

Teachers post standards-based content, cognitive skills and social/emotional learning goals on boards as well as communicate expectations to students. Expectations and progress are outlined on rubrics, and students receive color-coded scores in competency-based gradebooks in Powerschool Learning. Students receive feedback on their work and have multiple opportunities to improve performance.

Additionally, teachers use tools to help assess learning progress and re-teach as needed, including PowerSchool Learning to group students for workshops.

Relevancy is an area of focus for Phoenix, with an effort to tailor learning experiences. Teachers attempt to understand the whole student and address their needs to help create a better learning environment. Teachers understand many students have experienced trauma and severe anxiety, and are flexible in making changes to instruction, student groupings and activities to alleviate stress. There is an open approach to breaks and walks or support strategies with learning coaches. Teachers work with students and learning coaches to use resources such as PowerSchool Learning, LightSail and Khan Academy to help students learn and progress academically. Phoenix partners with Marin County Juvenile Probation who provide a full-time therapist and Bay Area Community Resources in addition to better support students' mental health needs in both group and individual settings.

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Visiting Committee comments:

Phoenix is developing common language, shared resources including planning tools, curriculum calendars and project templates to develop engaging, standards-aligned learning experiences for students. The competency-based model may motivate students to engage in deeper learning by having the opportunity to revise and submit work multiple times, measuring their progress in the easy-to-understand and user friendly Powerschool Learning gradebooks that measure growth in specific areas. Giving constructive feedback to students is a key part of this process and students are encouraged to take ownership in the learning process.

Teachers have access to a variety of instructional tools, including Google Apps, PowerSchool Learning websites, LightSail adaptive reading, Khan Academy mathematics, online resources (such as Mathalicious, Three Act Math, BIE, World Savvy, Teaching Tolerance) and online computer simulations to help differentiate learning for students. Teachers use project and problem-based learning to design units. Students are given choice in how they might demonstrate learning and have opportunities to evaluate peers' arguments and work as well.

Phoenix has strong community resource connections to help make learning more engaging and meaningful to students. Phoenix plans to expand their partners with community organizations so that more students are engaged in work-based learning and internships. Twice-yearly career days offer students great opportunities to learn about professions, learning programs and job opportunities.

A challenge is the transient student population, with a continual cycle of new students enrolling in the program who are unfamiliar with the competency model and other expectations. Phoenix is working to better orient new students and their families in this area.

Category D:
Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Visiting Committee comments:

Phoenix has a variety of data measurements to use in evaluating student performance and growth:

- Classroom level data: Teachers use various assessments and PowerSchool Learning to track performance and identify weekly students of concern for the staff to consider support strategies. Classroom observations give administrators insight into student performance;
- Behavioral data;
- Attendance data;
- CAASPP data;
- ELPAC data;
- MAP data: Students assessed three times per year in ELA and Math;
- Grades and credits: Monitored on quarterly basis;
- Enrollment data;
- Perception data:
    - Transforming Education survey: Taken twice per year by teachers and students to measure culture and climate and social/emotional skills;
    - California Healthy Kids Survey;
    - Internal climate surveys: Twice per year for students to monitor school culture, climate, and engagement;
    - Parent surveys: Twice per year to give feedback on culture, climate and engagement in classes.

Phoenix uses staff meetings, phone calls to families, mailing of grades and credits and family education events/ELAC meetings to communicate student performance and progress to the stakeholder community.

Very little data or summary and commentary of data was provided in report, although evidence of Phoenix collecting data and analyzing it was present in their LCAP reports, Silicon Schools Fund and elsewhere. Phoenix leadership will work to more frequently process and present data for ongoing analysis to inform decisions and instruction, and understands that an accreditation Self Study will require a much more comprehensive approach.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Selected statements from the school application:

2017-2018 Internal Assessments

Growth on Academic Skills (Cognitive Skills Rubric)

74% Made progress a year or more of progress in English

81.6 % Made a year or more of progress in Math

87% Made a year or more of progress in Science

66% Made a year or more of progress in Social Studies.

Visiting Committee comments:

The above snapshot is an example of how Phoenix teachers use internal assessments to track progress and student growth. Students have everyday access to their progress in PowerSchool Learning, and can access competency-based gradebooks for each class that show the assessed standards and skills and student performance in each specific area. Students have multiple attempts to master the various content and skills before proceeding to new challenges, and expressed appreciation for being able to learn "at their own pace" and for the attention and support teachers give them individually.

In addition to internal assessments, teachers use Measures of Academic Progress (MAP) assessments three times a year to track growth and inform instruction.

Currently participation and completion rates of CAASPP and ELPAC assessments are very low. The staff at Phoenix is working to identify ways to motivate students to engage with the assessments and complete them. This is a priority they identified for the coming years.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Selected statements from the school application:

Schoolwide Learner Outcomes:

1. *All students are prepared for success in college and career upon graduation.*
    - *Students will develop positive academic mindsets through exposure to a wide variety of careers and education pathways*
    - *Students will develop social networks to support them during their post-secondary pathways*
    - *Students will develop the academic, social, and emotional skills necessary to meet their personal goals.*

2. *Academics: Students will master content knowledge and skills necessary to be successful in the modern economy.*
    - *Students will demonstrate proficiency in the Common Core State Standards, Next Generation Science Standards, and California History Framework, through Project Based Learning and individualized assignments.*
    - *Students will develop cognitive skills, based in the Common Core and Next Generation Science Standards from the Stanford Center for Assessment, Learning, and Equity.*

3. *Mindsets, Essential Skills and Habits: In addition to academic mastery, all students will develop essential social and emotional skills such as:*
    - *Self-efficacy*
    - *Self-management*
    - *Growth mindset*
    - *Social awareness*

4. *Personal Goals: All students will identify a postsecondary path to lead a healthy and purposeful life that allows them to follow their passions and become financially independent.*
    - *Students will develop a post-secondary roadmap to achieve their goals*
    - *Students will develop skills such as self-advocacy to get the supports they need to achieve their goals*
    - *Students will develop a sense of empowerment as they see their role in improving their community*

Visiting Committee comments:

Phoenix crafted student learner outcomes aligned with their mission, vision, and values through a collaborative redesign process with students, parents, staff, community members and board members reflecting on the ideal profile of a graduate for the school. Stakeholder ideas were integrated with research from the Department of Labor, Forbes, CASEL (The Collaborative for Academic, Social and Emotional Learning), Transforming Education, P21 and the Hewlett Foundation. Based on the community's input and research, Phoenix developed a new mission, vision and values as well as the Schoolwide Learner Outcomes listed above.

The Schoolwide Learner Outcomes are thoughtful and comprehensive, but may present a challenge with measurement. Phoenix was advised to consider ways to measure how students are progressing with each learner outcome and reflect on individual student growth as well as overall school growth, and to make measurements of growth and commentary on the implications a regular practice.

Category E:
School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Involvement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Visiting Committee comments:

The Phoenix Academy Site Council/ELAC Committee meets at least six times throughout the year to involve parents, teachers and community members in school activities and the continual improvement process. They work closely with their non-profit partner, Multicultural Center of Marin to increase parent participation and to provide services during meetings such as meals, translation and child care. Phoenix works with community organizations and businesses on a Career Day as well as their School-to-Work program, field trips, internships and guest speakers.

Phoenix educates and involves parent and community members in understanding the school's purpose, Schoolwide Learner Outcomes and academic standards in many ways. The co-leaders meet with parents upon enrollment. School Site Council Meetings, parent/student/teacher meetings, IEP meetings and MCOE meetings all involve parents throughout the school year. Parents are also welcomed on campus and may call the school and contact teachers at any time. Parents can log into Power School Learning to see assignments and grades. The school's website is in the process of being updated to become a way to more broadly communicate with the community. Phoenix also uses Remind 101 for text updates to families.

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

Visiting Committee comments:

The school is located on a safe, clean and orderly campus. The facilities were built just five years ago on the Marin County Office of Education campus and are well maintained with modern furniture and technology.

Phoenix is flexible and responsive to student needs. As a trauma informed school, there are many structures in place to help students manage stress and develop social, emotional and academic skills. Teachers embed social and emotional learning into daily activities and assignments. On-site therapists use cognitive behavior therapy and group discussions to support students in healthy patterns of thinking and behaving.

The staff is passionate, caring and committed to helping students achieve at high levels. Strong and trusting relationships are developed between teachers and students. The staff problem solves together and value each others' differing opinions and perspectives to come up with collaborative solutions. While there is a strong culture among the staff, they are working to cultivate a cohesive student culture where students feel safe to take risks and support each other. Many students have a difficult time trusting adults and peers due to traumatic experiences that they have experienced. Phoenix is continuously working on shifting the school's reputation in the community and have seen a shift in that with more and more students are choosing to stay at the school because it serves their needs. There was evidence of students caring for each other, engaging in classroom activities and taking risks during the visit.

There is strong internal communication between the co-leaders who strive to communicate to the staff as one voice. There is a weekly informational email communication sent to staff. The co-leaders also provide coaching to the teachers. Staff meetings are held twice per week. Due to the strong communication with parents and community members and the increased use of strategies to involve parents in decision making, the school has seen an increase in parent involvement.

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Visiting Committee comments:

All students have access to a wide range of academic supports and intervention services to support them in meeting their academic, social, emotional and personal goals.

Upon enrolling in the school, student strengths, interests and personal goals are identified. The college and career counselor meets with each student to set grade and credit targets for each quarter. There are opportunities for internships, job shadows and special projects based upon student interest. Services for English Learners and students with IEPs are also identified and implemented. The school hosts Career Days and helps students create resumes and provides interview practice. The school has one full time and one part time therapist on campus along with three full time learning coaches to support students social emotional and academic needs. Students and families are also referred to outside counseling services as needed.

Phoenix has established a competency-based system of learning to monitor students' progress toward mastering academic knowledge and skills.

The school staff identify in a timely manner the appropriate support and intervention services for students. The use of a wide range of schoolwide and classroom based assessments inform next steps in instruction so that all students can master standards-based academic learning goals. During a meeting each week, the staff identifies students in need of supports and determines what supports will be implemented.

Students have access to a challenging, relevant and coherent curriculum. Phoenix uses Culturally Relevant Pedagogy to ensure that curriculum matches the interests and needs of all students, while providing grade-level skills and content knowledge. Core courses are aligned to the Common Core Standards, Next Generation Science Standards and California History and Social Science Framework.

All students participate in an advisory class twice per week to focus on personal goal setting, developing social emotional skills and strengthening relationships with adults and peers. Students have access to elective classes. The school recently launched several new electives this spring that students suggested offering. Students feel empowered that they got to identify which electives would be offered. As a result of this buy in, students were actively engaged in the classes during the visit.

Ongoing School Improvement

Schoolwide Areas of Strength

1. The Phoenix Academy staff is collaborative, dedicated and engages in purposeful professional development to support students in achieving at high levels both academically and social emotionally.
2. Students feel connected to staff and are re-engaging in their learning.
3. There is a strong focus on partnering with community organizations to provide wraparound resources and additional staffing for a full range of student needs including social emotional support, mental health support, transportation, meals, fitness, job opportunities, parent empowerment and more.
4. There is a focus on family relationships and communication, including phone calls, meetings, family education and a new Family and Community Empowerment Specialist role.
5. Enrollment is increasing as Marin's Community School students choose to continue as Phoenix students, and as school leadership works to transform the school's image in the community and to attract new students.
6. Phoenix has been recognized by New Schools Venture Fund and Silicon Schools Fund for their innovative educational design and the first stages of implementation.
7. School leaders have the support of the County Superintendent and the Marin County Office of Education to redesign the school. There is clear alignment between the school and county leaders and a Memorandum of Understanding in place that outlines the autonomies that are needed to operate the school and move the vision forward.
8. Phoenix is one of a few countywide alternative schools that has moved from a participation/positive attendance grading and credit system to a competency based learning system to support all learners.

Critical Areas for Follow-up

1. Phoenix needs to develop and implement a strategic plan to communicate with feeder districts and the community at large about who they serve and encourage earlier referrals as well as recruit non-referral students who are well-suited for the program.
2. The school needs to continue to increase their capacity to address students' mental, physical and personal needs.
3. Courses of study should be updated to reflect the new standards and academic program. As part of this process, learning scales for content knowledge need to be developed in addition to the skill rubrics for each course that align with the Common Core State Standards, Next Generation Science Standards and California History and Social Science Curriculum.
4. The school should continue to develop systematic linguistic supports throughout the academic program to support English Language Learners.

5. The school should continue developing stronger orientation systems to support students as they transition into the school.
6. There should be a focus on participation rates on many assessments including CAASPP, ELPAC, California Healthy Kids Survey and MAP tests.
7. Data measures related to attendance, assessments, credit accrual, discipline, interventions, climate and culture, etc. need to be more clearly and consistently analyzed and interpreted to better understand student performance, to inform decisions and to promote the program to the community at large.

Phoenix Academy Charter Renewal

Appendix

A – WEE Procedure for Granting Credit

Back to TOC

Marin County Office of Education

Procedure for Granting Credit for Work Experience Education Courses

The General WEE Course offers variable credit with a maximum of 10 semester elective credits for each semester. Students may earn a maximum of 40 semester elective credits for this course. Teachers use a competency-based system for awarding credit based on students' growth on the learning goals from Section II. Teachers award credit based on assessments that integrate feedback from the teacher, student, and employer.

The Exploratory WEE Course also offers variable credit with a maximum of 10 semester elective credits for each semester. Students may earn a maximum of 20 semester elective credits for this course. Teachers use a competency-based system for awarding credit based on students' growth on the learning goals from Section II. Teachers award credit based on assessments that integrate feedback from the teacher, student, and employer.

Students may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:

(1) Exploratory WEE – Up to ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
(2) General WEE – Up to ten (10) semester credits for each semester with a maximum of forty (40) semester credits.

There are 14 learning goals outlined in the course descriptions for General WEE and Exploratory WEE. The WEE teacher/coordinator, employer and student will determine which learning goals the student will focus on during the work experience. The number of goals the student focuses on will be informed by the amount of time the student is participating in the work experience and during class. Please see the table below with an explanation of how learning goals, time and credits are determined.

Number of Learning Goals Assigned and Assessed During Instructional Time	Time In Work Experience Per Semester	Number of Credits Awarded
13-14	162-180 hours	10
11-12	144-161 hours	9
9-10	126-143 hours	8
8	108-125 hours	7
7	90-107 hours	6
6	72-89 hours	5
5	54-71 hours	4
4	36-53 hours	3
3	18-36 hours	2
2	16-18 hours	1

Back to TOC

Phoenix Academy Charter Renewal

Appendix

A – WEE Student Training Agreement

Back to TOC

MARIN COUNTY OFFICE OF EDUCATION
WORK EXPERIENCE EDUCATION (WEE) STUDENT TRAINING AGREEMENT

This agreement is outlines the responsibilities of the student, parent, school, and employer for our work experience education program.

*Note: No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an educational institution or any other local agency, which is funded directly by, or that receives benefits from any state financial assistance.

Program	Work Permit Issued	Transportation	Wages
☐ Exploratory WEE Program ☐ General WEE Program	☐ Yes ☐ No	☐ Local Bus ☐ Parent ☐ Other	☐ Unpaid ☐ Paid by Employer ☐ Stipend by School

As a student in the WEE program, I:

1. Must satisfactorily complete assigned related instruction, submit records of internship hours, and follow all policies of this program.
2. Call the employer in advance when absent or late for my internship.
3. Will show honesty, punctuality, courtesy, cooperative attitude, appropriate dress, and a willingness to participate.
4. Understand if I am, absent from school for any reason, then I am not allowed to go to my internship on the day of the absence.
5. Will report any and all internship changes or problems to the WEE teacher.

For student to Complete:

Student Name:_____

Phone:_____

Home Address:_____

City:_____ Zip Code: _____

Age: _____ Birthdate: _____ Grade Level:_____

School Address: _____

_____

As a parent/guardian of a student enrolled in WEE, I:

1. Give permission for student to leave school during WEE.
2. Assume responsibility for the safety and conduct of the student while working in the program and traveling to and from school, job site, and home.
3. Assume responsibility for student's supervision while off campus.
4. Will encourage the student to effectively carry out his/her duties and responsibilities.

For Parent/Guardian to Complete:

Parent/Guardian Name:_____

Phone:_____

Home Address:_____

City:_____ Zip Code: _____

_____

Parent/Guardian Signature **Date**

As the employment site, we will:

1. Not discriminate *.
2. Ensure working conditions do not endanger the health, safety, welfare, or morals of the student and provide adequate adult supervision.
3. Provide adequate equipment, materials, facilities, and accommodations to allow appropriate learning activities.
4. Provide opportunities for students to observe a variety of work to ascertain their interests, gain occupational skills and develop skills and knowledge related to the occupation.
5. Complete time sheets and provide student evaluations.
6. Provide general liability and property damage insurance.
7. Provide Worker's Compensation Insurance (if student is paid by employer). Provide the probability of continuous employment while student is enrolled in the work experience education program.
8. Consult with the WEE coordinator regarding student's performance and notify the teacher immediately of any problems/concerns.

Employer to Complete:

Employed By:_____

Address:_____

City:_____ Zip Code: _____

Contact Person: _____

Phone: _____

Worker's Comp. Carrier: _____

Students' Job Title: _____

Job Duties: _____

_____

_____

Employer Signature **Date**

Work Experience Education Coordinator will:

1. Provide a certificated WEE teacher who will work with the employer and student, review and approve all job sites, maintain program/student records, consult with employer, student, and parent/guardian regarding job performance, progress in class, grades, etc. as necessary.
2. Assist the employer in the work evaluation of the student.
3. Conduct two site visits per semester.
4. Assist student to improve job performance and help student solve job-related problems.
5. MCOE will provide Worker's Compensation Insurance for students in the Exploratory WEE program.

For Work Experience Coordinator to Complete:

WEE Coordinator:
Erin Ashley, Co-Principal

415-491-0581 ext. 616

_____

WEE Coordinator Signature **Date**

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 2015-2016 Phoenix Academy Performance Audit

Back to TOC

Marin County Office of Education

Phoenix Academy Charter School

Annual Performance Audit (Program Evaluation)

October 2016

MARY JANE BURKE
Marin County Superintendent of Schools
1111 Las Gallinas Avenue • P.O. Box 4925
San Rafael, CA 94913

Back to TOC

I. INTRODUCTION

Phoenix Academy is a public charter school originally designed to offer alternative educational services to students with substance abuse problems. There have been many changes in our local community since the inception of the charter twenty-one years ago. These changes include a more ethnically diverse population, a community shift away from abstinence-based therapeutic programs in favor of harm reduction models, and a significant increase in the utilization of restorative practices both within local school districts, and within local law enforcement agencies/juvenile justice system. These changes led to shifts in the Phoenix Academy student population and the type of services they need. This resulted in modifications of the original charter through the June 2015 charter renewal. The renewal sought to broaden and expand the charter's focus. Phoenix Academy operates as one of several alternative education programs of the Marin County Office of Education (MCOE).

Through the implementation of the Local Control Accountability Plan (LCAP) process, stakeholder input and program goals have been aligned to offer students an educational environment that focuses on their personal and academic needs in a 21st century classroom climate. The program will continue to address academic achievement, development of appropriate behavior in the academic setting, family intervention and vocational education. Phoenix Academy will continue to provide a therapeutic and academic setting designed to meet the needs of our current students which include intensive, individualized academic support, highly engaging curriculum and instruction, intervention and therapeutic services addressing substance abuse, trauma and social, emotional and/or behavioral issues.

This positive academic and therapeutic environment has been, and will continue to be, operated by MCOE in partnership with Marin County school districts, the Marin County Juvenile Probation Department, the Marin County Department of Health and Human Services, Marin County Substance Use and Mental Health Services, Bay Area Community Resources and its own employees, families and students.

II. ANALYSIS OF WHETHER GOALS ARE BEING MET

Goals

The primary goal of Phoenix Academy is to provide a positive safe environment with a comprehensive program addressing students' academic, therapeutic, college/career readiness, health, and pro-social/recreational needs in order to prepare them for graduation, college/career programs, employment or a return to their local middle or high schools, if appropriate.

Secondary goals are to: 1) educate the community about the special needs of high-risk students with trauma and/or substance abuse issues; 2) train other professionals who serve this population; and 3) serve as a model for other educational agencies.

Back to TOC

Nineteen (19) students were enrolled in Phoenix Academy during the 2015-2016 academic year. The majority of the 2015-2016 Phoenix Academy students enrolled in the program at the end of the school year so that they could remain in the MCOE community school programs as voluntary charter school students for the 2016-2017 school year.

DEMOGRAPHIC INFORMATION:

Gender
Male: 58%
Female: 42%

Ethnicity
African American: 11%
Asian: 5%
Caucasian: 42%
Hispanic/Latino: 42%

English Language Status
English Only: 84%
English Learner/Re-designated: 16%

District of Origin
Novato Unified School District: 48%
San Rafael City Schools: 26%
Tamalpais Union High School District: 26%

Special Needs
Special Education: 16%

Ninety-four percent (94%) of students earned all passing grades during their enrollment in the program.

All students also had access to an on-site individual therapist through the Juvenile Probation Department or Marin Community Mental Health services. All students enrolled in the Phoenix Academy participated in the therapeutic counseling which was offered on a weekly basis.

Seventy-four percent (74%) of Phoenix Academy students maintained or improved their school attendance patterns. Eleven percent (11%) of students had at least one suspension from school for behavioral issues.

78 percent (78%) of the students were deemed to have made progress addressing social/emotional issues and/or in reducing their substance abuse. Seventeen percent (17%) of students were not successful and/or did not attend enough days to participate in therapeutic services. Five percent (5%) of these students moved out of county and we do not have current

Back to TOC

information.

All students worked with the Marin County Office of Education (MCOE) School to Career Liaison.

Phoenix Academy held four (4) special parent /community education events addressing substance abuse, student behavior, coping strategies and college access. Phoenix Academy students and staff did not participate in any presentations to outside community groups in 2015-2016.

III. STATE AND FEDERAL STUDENT ASSESSMENT DATA

Only one student was enrolled during formal state/federal testing in the 2015-2016 school year. As such, standard assessments results are not available for review.

IV. LISTING OF ALL MAJOR DECISIONS MADE AND POLICIES ESTABLISHED BY THE MARIN COUNTY BOARD OF EDUCATION TRUSTEES IN RELATION TO PHOENIX ACADEMY

Phoenix Academy staffing included one full-time teacher.

V. DATA ON THE LEVEL OF PARENT INVOLVEMENT IN GOVERNANCE AND OPERATION OF THE PHOENIX ACADEMY PROGRAM

The Phoenix Academy Advisory Council continued as a joint Alternative Education School Site Council comprised of parents, students, teachers, administrators, therapeutic program staff, and representatives from collaborating community agencies. The council meets a minimum of four times a year specifically to address the charter goals, objectives, results and operations.

V. LISTING OF STAFF, QUALIFICATIONS, VERIFICATION OF CREDENTIALS

A site administrator, who serves as the program coordinator, and a credentialed teacher, provide the staffing for Phoenix Academy. The number of employees and full time equivalents (FTEs) are dependent upon enrollment. Teaching staff hold appropriate California Commission on Teacher Credentialing certificates and teach both core and college-preparatory subjects as needed for individual students. Teacher qualifications are compliant with requirements of No Child Left Behind legislation. There were no teaching positions staffed by non-certificated teachers. The staff of Phoenix Academy have an understanding of chemical dependency and a commitment to working with challenging, high-risk students.

Back to TOC

VI. HEALTH AND SAFETY PROCEDURES WITH ANY MAJOR CHANGES

Phoenix Academy follows established standards of health and safety as followed in Marin's Community School operated by the Marin County Office of Education. In compliance with Education Code Section 44237, fingerprints shall be obtained for each employee in order to obtain a criminal record summary, if any, from the Department of Justice. Phoenix Academy follows the MCOE School Safety Plan including emergency and first aid response, disaster preparedness, anti-tobacco and anti-drug abuse policies and programs. Staff follows MCOE health and safety policies and procedures including those regarding immunizations, health screenings and administration of medication. There were no major changes in this area.

VII. STATEMENT OF SUSTAINABILITY OF FACILITY FOR HEALTH AND SAFETY AND FOR EDUCATIONAL UTILITY

Phoenix Academy is located at 1111 Las Gallinas Avenue in San Rafael in central Marin County with easy access to public transportation. The facility is safe, habitable and suited for the student population. Phoenix Academy's facility is combined with the Marin's Community School program due to a decreased enrollment in Phoenix Academy. The site includes four flexible learning spaces with laptop computers and iPads available for all students. Two therapists provide on-site therapy. Students have adequate, separate bathrooms for males and females. MCOE provides custodial and maintenance services for Phoenix Academy.

VIII. COPIES OF ALL REQUIRED DOCUMENTS (BUDGET REPORTS, FINANCIAL PROJECTIONS, LEASES, INSURANCE)

The administrator for Phoenix Academy reports directly to the Marin County Superintendent of Schools or designee and to the Marin County Board of Education. The Marin County Board of Education is a publicly elected board comprised of seven trustees representing geographical areas in Marin County. The Marin County Board of Education meetings are held in compliance with the Brown Act, the Public Records Act and a Conflict of Interest Policy. Phoenix Academy operates under Marin County Board of Education adopted policies and procedures. Property and liability insurance is through MCOE provided by Keenan and Associates.

The Marin County Board of Education maintains all budget reports, financial projections, leases and insurance information.

IX. OVERVIEW OF ADMISSION PRACTICES

Students may be referred by their home school districts through the School Attendance

Back to TOC

Review Board, through an expulsion, or by their probation officer. Students may also self-refer to Phoenix Academy.

Following the referral to Phoenix Academy, the Phoenix Academy therapeutic/academic team, which includes a teacher, therapeutic staff and the MCOE program administrator, determines whether to accept the student. This determination is based on the student's level of risk and willingness to participate in the program. If accepted, the student's progress in therapeutic, behavioral and academic areas is monitored. The student, his or her parent, or the Phoenix Academy team may choose to end enrollment at any time.

The enrollment process generally takes two weeks from referral to acceptance or denial of the admission. If the student is not accepted to Phoenix Academy, the referring party will be provided with other resources to address the student's needs. The capacity for the Phoenix Academy program is 20 students. When Phoenix Academy is at full enrollment, a waiting list will be established on a first-come, first-serve basis. If there are ten or more students on the waiting list, there will be a public random drawing to establish the order of acceptance into the program. In the event a public random drawing is needed, all appropriate students will be listed alphabetically and assigned a number. Parents will be informed of their student's number. Lots with the numbers, one for each lot, will be selected in a blind drawing by a parent of a current student in the program. The numbers will be listed in order of drawing. The resulting list will determine the order of acceptance for the students. If a student does not accept the offered placement in one work week, the next student on the list will be contacted.

X. REVIEW OF ANY INTERNAL/EXTERNAL DISPUTE RESOLUTIONS

There were no internal or external disputes requiring resolution in the 2015-2016 academic year.

XI. SITE VISIT BY MARIN COUNTY OFFICE OF EDUCATION STAFF

A Marin County Office Education administrator is on-site every day to oversee all aspects of operations. The Marin County Office of Education Assistant Superintendent overseeing Alternative Education programs visits Phoenix Academy on a regular basis. The Marin County Superintendent of Schools and a Trustee of the Marin County Board of Education visit the campus to observe the program at least once each school year.

XII. CONCLUSION

Since opening in August 1995, Phoenix Academy has served 775 students and their families. Phoenix Academy continued to provide services with the support of Assembly Bill AB 1913 Juvenile Justice and Delinquency Prevention grant funds from the Marin County Probation Department for campus supervision, pro-social activities, mental health services and bilingual/bicultural parent outreach.

For the 21st year of the Phoenix Academy charter school program, we continued to work with enrollment challenges. Therapeutic services were provided primarily by outside agencies. Due

Back to TOC

to reduction in enrollment, Phoenix Academy students continue to be combined in classes with Marin's Community School students outside of their individual or group counseling.

The program's enrollment increased towards the end of the 2015-2016 school year as students and their families chose to remain in the MCOE charter school program voluntarily. We anticipate that this trend will continue in 2016-2017.

Back to TOC

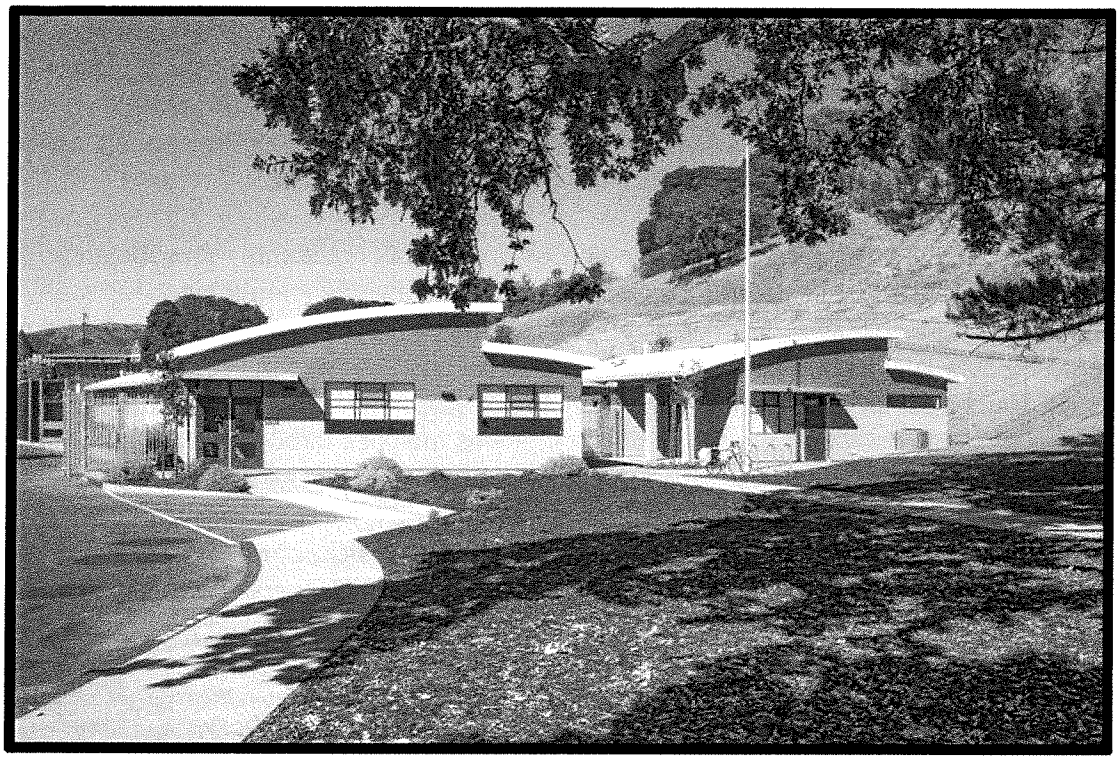
Phoenix Academy Charter Renewal

Appendix

D – 2016-2017 Phoenix Academy Performance Audit

Back to TOC

Marin County Office of Education



Phoenix Academy Charter School
Annual Performance Audit
Program Evaluation
March, 2018

MARY JANE BURKE
Marin County Superintendent of Schools
1111 Las Gallinas Avenue P.O. Box 4925
San Rafael, CA 94913

Back to TOC

I. INTRODUCTION

The Phoenix Academy is a public charter school operated by the Marin County Office of Education. The charter operates in conjunction with Marin's Community School, an alternative education program also run by the county. Students may enroll through referrals by their Juvenile Probation Officers, by expulsion order, or via a referral from their district's School Attendance Review Board. As a charter school, students may also voluntarily enroll from any district. The contact for the program is Katy Foster, who is the Principal of Phoenix Academy Charter School, Marin's Community School and Oracle Independent Study Program.

Phoenix Academy charter school was originally designed to offer students with substance abuse problems a therapeutic learning environment. Over the years, there have been many changes including a shift away from abstinence-based therapeutic programs in favor of harm reduction models. As local districts and law enforcement agencies began using more restorative practices, the charter saw reductions in the numbers of students referred and a shift in the types of services students needed. As a result, the charter was modified through the June 2015 charter renewal to broaden the age range of students served to grades 7-12. In addition, the charter has expanded its population to include all students, especially those who need additional social and emotional support, students who have a history of trauma, and who may be at risk of substance abuse. Nineteen students were enrolled in Phoenix Academy during the 2016-2017 school year. Fifteen students participated in the school for thirty days or more. The demographic information of those fifteen students is listed in Table 1 below.

Table 1: Demographic Information for Phoenix Academy Students in 2016-2017

Grade Level	Number of Students
Grade 9	1
Grade 10	3
Grade 11	6
Grade 12	5
Total Enrollment	15
Student Enrollment by Student Group	Percent of Total Enrollment
Black of African American	6.7%
American Indian or Alaska Native	0%
Asian	0%
Filipino	0%
Hispanic or Latino	73.3%
Native Hawaiian or Pacific Islander	0%
White	13.3%
Two or More Races	6.7%
Other	0%
Gender	Percent of Total Enrollment
Male	60%
Female	40%

Back to TOC

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80%
English Learners	26.7%
Students with Disabilities	6.7%
Foster Youth	6.7%
District of Origin	Percent of Total Enrollment
Novato Unified School District	33%
San Rafael City Schools	40%
Tamalpais Union High School District	27%

Phoenix Academy is committed to developing the knowledge, skills and habits students need to succeed after graduation. Student goals include graduation from middle or high school; recovering credits through a flexible learning schedule; or passing the California High School Proficiency Exam (CHSPE) or the High School Equivalency Test (HiSET). At this time, the school does not offer University of California approved A-G courses through the day program, however, we will be developing these courses over the coming years to provide a pathway for students to attend California's public universities. In 2016-2017 students were offered UC A-G courses through PLATO online courses.

The Phoenix Academy, Marin's Community School, Oracle Independent Study, and Loma Alta Juvenile Hall have a common Local Control Accountability Plan (LCAP). Through the LCAP process, stakeholder input and program goals have been aligned to support students' social, emotional and academic needs. Stakeholders have been involved in the LCAP process through the following activities:

- Meetings were held with students, staff, the School Site Council/Advisory Committee, parents/guardians, and community partners to discuss the implementation of LCAP goals and which action steps should be taken to make progress towards the goals.
- Student, staff, and parent/guardian surveys were used throughout the year to monitor our progress towards our goals and the effectiveness of action steps taken.
- Student advisory groups were convened throughout the year to provide opportunities for student input in a non-judgmental forum as it relates to the goals.
- Activities at a County Board meeting to gather stakeholder input to identify the knowledge, skills, and habits we want to develop in the graduates of our school.

Based on the board-approved charter renewal document, the program continues to address charter goals, which are aligned to the LCAP goals of:

1. Educators participate in high quality professional development so that students may increase academic achievement.
2. All students will be provided with high-quality education with a broad course of study that includes in class learning as well as authentic real life learning opportunities. This includes students' participation in vocational education through the Regional Occupation Program, School to Career opportunities and/or community service.

Back to TOC

3. School community will maintain a safe, healthy, productive school environment. This includes the development of appropriate behavior in an academic setting.
4. Increase parent-guardian involvement and awareness of programs and services. This includes students' participation and awareness of physical and mental health services.

To continue our progress towards the goals listed above, we embarked on a redesign of our school in the spring of 2017. We will develop and strengthen pathways for all students to pursue college and/or career of their choice through the utilization of project-based learning, competency based learning, and blended instruction. These expanded methods will be paired with a framework for social and emotional learning so that students may develop both personally and academically.

Over the next four years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Our students are mostly from underserved communities, and as a result, they need high levels of support and resources to enable them to have more opportunities for success. Our academic programs are based on individual student needs and are designed to support student success in a small, alternative setting while providing a variety of therapeutic, social, emotional, and other services to support their personal growth.

The Phoenix Academy charter will continue to be operated by the Marin County Office of Education in partnership with local districts, the Marin County Probation department, the Marin County Department of Health and Human Services, Canal Welcome Center, Bay Area Community Resources and our employees, families and students.

II. ANALYSIS OF PROGRESS TOWARDS GOALS

The primary goal of the Phoenix Academy is to provide a positive, safe environment with a comprehensive program that addresses students' academic, therapeutic, health, social and emotional needs. When reviewing the information for the 2016-2017 school year, it is important to note that student enrollment fluctuates from month to month. Due to the nature of Alternative Education programs, the majority of students may be co-enrolled in one or all of the Alternative Education programs across the school year. The data reported below reflects the progress of the fifteen students who participated in the Phoenix Academy program for over 30 days.

Phoenix Academy is part of the Marin County Office of Education Alternative Education Local Control Accountability Plan. As such, the data below reflects the progress of multiple alternative programs, including the Phoenix Academy.

Back to TOC

Table 2: LCAP Goals, Action Steps and Outcomes

LCAP GOAL	Action Steps and Outcomes
Goal 1: Educators will participate in high quality professional development.	*Professional Development Actions and Outcomes* • 100% of staff participated in cultural sensitivity training by E3: Equity, Excellence,and Education. • 63% of staff participated in Trauma Informed Instruction training • 100% of teaching staff participated in Road to Success Academies curriculum development trainings • 100% of staff participated in Positive Behavior Intervention Strategies • 100% of staff participated in Understanding the Teenage Brain • 63% of staff participated in professional development about Sex Trafficking • 45% of staff participated in Capturing Kids Hearts • 100% of staff participated in training to support transgender youth • Our English teacher participated in a training on Common Core through Achievement Network • Our science teacher participated in training to use the Next Generation Science standards. • 100% of our staff participated in the Virtual Reality training led by the Community Education Center. • Ongoing professional development and support was provided to teachers to develop lesson plans that were standards based and connected to common themes. *Academic Achievement* • 75% of student participated in activities and projects. • 75% of students showed an increase in motivation and engagement as it related to thematic instruction. • 93% of long term students (enrolled for the entire 84 days of the semester) received full credit for participation in class work and project completion. Note: 60% of students were enrolled the entire fall semester. • Attendance Rates: Q1: 71%, Q2: 64%, Q3: 64%, Q4: 69% • Chronic Absenteeism: Q1: 9%, Q2: 9%, Q3: 9%, Q4: 9% • Graduation Rates: Q1: 12%, Q2: 12%, Q3:7%, Q4: 56% *Plans for 2017-2018* Through the school's redesign process, we are taking the following actions to support the social, emotional, and academic needs of students: • Continue training provided by E3: Excellence, Equity and Education • Increase in training related to Trauma Informed Education • Training for teachers in the areas of competency based learning, project based learning, and blended instruction • Training for teachers on how to use the Summit Learning Platform • Training for all staff on restorative and relational practices

Back to TOC

	• Training on social and emotional learning • Focus on formative and summative assessment strategies for teachers • Training for leaders on equity in education, change management, process for innovation, sexual harassment prevention, school culture, financial oversight, and AERIES SIS. • Hands-on training for learning coaches and our campus supervisor. While we will continue to measure students' participation, one shift in metrics for 2017-2018 will be a greater focus on measuring students' proficiency and growth in standards-based content and skills.
Goal 2: All students will be provided with high quality education with a broad course of study that includes in-class learning as well as authentic real life learning opportunities.	*Standards Aligned Curriculum* • 100% of teachers planned and delivered 4 thematic units through Roads To Success Academies • 100% of teachers included Common Core State Standards in planning student activities • 100% of teachers planned and delivered seven units based on novels. *Vocational Education Participation* • 100% of students have been introduced and given options to participate in internships and occupational programs. • 100% of students have met with school to career liaisons for career interest survey and internship program consideration • 60% of students worked with liaisons to create resumes, work on interviewing skills, and apply for available jobs. • 55% of students will have visited local community colleges • 18% of students participated in job-shadow opportunities • 14% of students participated in short internship and apprenticeship opportunities. • 18% of students participated in the Regional Occupational Program Auto Mechanics course. • 45% of students participated in the internship program. • 17 motivational speakers and community partners provided learning experiences for students. *Plans for 2017-2018* As students are enrolled in grades 7-12 with the same teacher in the same class, differentiation for student learning is extremely challenging. This year, we are shifting our instructional model so that students will learn through project based learning to develop common standards-aligned cognitive skills such as argumentation or selection of evidence. At the same time, we are using the Summit Learning Platform to help differentiate content depending upon a student's course and proficiency. This instructional shift will require a greater focus on students mastering concepts and skills. We will continue providing students opportunities for job shadows, internships, apprenticeships and opportunities through School to Career.

Back to TOC

Goal 3: The school community will maintain a safe, healthy and productive school environment	*Actions to Support a Safe, Healthy and Productive School Environment* • Facilities are in good repair, with no identified deficiencies • Day to day operation of program and services between the Marin County Office of Education, Probation, Canal Welcome Center, and Marin County Health and Human Services • 77% of students received therapeutic services on site • 23% of students received therapeutic services off site • 21% of students on probation have been provided with Seneca Family Services mentors • Community Team Meetings convene weekly to identify student needs and provide appropriate services • 100% of staff trained in CPR • 100% of staff participated in fire, earthquake, and lock down drills • 85% of Latino Male Students and 71% of non-Latino male students participated in weekly healing circles through the Canal Welcome Center. *Survey Participation:* • 60% of students participated in the October survey • 60% of students participated in the January survey • 65% of students participated in a February small group discussion survey • 54% of staff participated in the October survey • 54% of staff participated in the March survey • 80% of students have developed academic goals in English and mathematics *Suspension Rates* • Number of suspensions: Q1: 22, Q2: 22, Q3: 28, Q4: 8 • Frequency of suspensions for racial slurs: Q1: 18%, Q2: 13%, Q3: 7%, Q4: 0% • Frequency of suspensions for inappropriate behavior: Q1: 18%, Q2: 41%, Q3: 39%, Q4: 50% • Frequency of suspensions for drug use: Q1: 9%, Q2: 14%, Q3: 29%, Q4:12% *Plans for 2017-2018* As our student population is increasing, we will put a greater focus on developing policies and procedures to ensure student safety. Our learning coaches and campus supervisor will participate in hands-on training. We will provide training on Healthy Relationships, Sex Education, and substance use/abuse through our partnerships with Huckleberry Youth and the Tobacco Use and Prevention and Education Program. We are focusing on school wide implementation of relational and restorative practices to both prevent issues from arising and rebuild relationships when harm occurs. We will focus on our social and emotional curriculum to intentionally focus on developing strong

Back to TOC

	relationships between students and staff. In addition, we will continue to cultivate strong relationships and provide trainings for our students' families.
Goal 4: Increase parent/guardian involvement and awareness of programs and services.	*Parent Involvement In School Wide Events* • Coordination with the Canal Welcome Center to communicate with families • 100% of communications available in English and Spanish • 100% of meetings are translated in Spanish • Regular and ongoing coordination between the Foster Youth Coordinator and the CDE to support foster youth. • 100% of families participate in admissions meetings • 50% attendance at Back to School Night • 75% attendance at School Site Council Meetings • 52% attendance at Gang Awareness Informational Session • 50% attendance at Mental Health and Teen Stress Informational Session • 50% attendance at Drug Education Informational Session • 55% attendance at Law Enforcement Informational Session • 9% participation at Open House • 10% participation at student showcase • 2 presentations to the Board of Education and Community to gather stakeholder input and communicate plans to redesign the program *Parent/Guardian Surveys* • 56% response fall semester • 80% response spring semester • 100% of parents contacted to gather input for the redesign process. Participation in Physical and Mental Health Services: • 77% of students participated in on-site therapeutic services • 23% of student participated in off-site therapeutic services *Plans for 2017-2018* We will continue working closely with the Canal Welcome Center to communicate with students and families. We will also continue providing parent education events throughout the year. We plan to begin referring more of our parents to the Parent Project, a program designed to equip parents with the skills they need to support their children's personal and academic development. We will also broaden our communication efforts to include email and text reminders. We are in the process of redesigning our website, which will include a menu of resources provided by the school and community partners.

Back to TOC

III. STATE AND FEDERAL STUDENT ASSESSMENT DATA

The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

The assessments that comprised the 2016-2017 California Assessment of Student Performance and Progress (CAASPP) administration included computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy and Mathematics tests. The paper-pencil assessments include the California Standardized Tests (CST) including science assessments and history assessments. English Learners participated in the CELDT test.

Table 3: California Assessment of Student Performance and Progress (CAASPP)

Percent of students tested on CAASPP tests	Less than 10 students participated in the CAASPP, so this information is not available
Percent of students tested on the CST tests	Less than 10 students participated in the CST, so this information is not available
Percent of English learners tested on the CELDT	83%

Local Assessments and Accountability
We used an online assessment tool through PLATO to monitor students' academic achievement. In the fall of 2016, 72% of students participated in the baseline assessment. In the spring of 2017, 93% of students participated in the progress monitoring assessment.

Of the students that took both exams:

- 66% of students made growth in the area of language arts.
- 66% of students made growth in the area of reading comprehension.
- 50% of students made growth in the area of math.

With respect to social and emotional growth:

- 77% of students utilized on-site therapeutic services
- 23% of students received therapeutic support from off-site providers
- 24% of student served have made progress toward social and emotional goals and mental health well being.

Increasing the percentage of students tested on state and federal assessments is a significant area of growth and we will take steps in the 2017-2018 school year to increase participation in the tests.

Back to TOC

IV. LISTING OF ALL MAJOR DECISIONS MADE AND POLICIES ESTABLISHED BY THE MARIN COUNTY BOARD OF EDUCATION TRUSTEES IN RELATION TO THE PHOENIX ACADEMY

In order to increase the academic rigor and provide more post-secondary options for students, including a pathway to public universities, the County Superintendent, with the support of the Board of Education, began a redesign process of the Alternative Education programs. Through the redesign process, stakeholders have been engaged to consider actions we can take to better prepare students for their futures. Our redesign will focus on increasing student engagement and achievement through social and emotional learning, project based learning, competency based learning and blended instruction.

V. DATA ON THE LEVEL OF PARENT INVOLVEMENT IN GOVERNANCE AND OPERATION OF THE PHOENIX ACADEMY PROGRAM

The Phoenix Academy Advisory Council continued as a joint Alternative Education School Site Council comprised of parents, students, teachers, administrators, partner organizations, and community agencies. The council met quarterly to address charter and LCAP goals, action steps and progress. Parent involvement included the following activities:

- 100% of families participated in admissions meetings
- 50% attendance at Back to School Night
- 75% attendance at School Site Council Meetings
- 52% attendance at Gang Awareness Informational Session
- 50% attendance at Mental Health and Teen Stress Informational Session
- 50% attendance at Drug Education Informational Session
- 55% attendance at Law Enforcement Informational Session
- 9% participation at Open House
- 10% participation at student showcase
- 2 presentations to the Board of Education and Community to gather stakeholder input and communicate plans to redesign the program

VI. LISTING OF STAFF, QUALIFICATIONS, VERIFICATION OF CREDENTIALS

Two site administrators, two teachers, and a paraeducator served Phoenix Academy students in the 2016-2017 school year. Teaching staff hold appropriate California Commission on Teacher Credentialing certificates and teach both core and elective subjects. Teacher qualifications are compliant with the Every Student Succeeds legislation. There were no teaching positions staffed by non-certificated teachers. The Marin County Office of Education staff for Phoenix Academy in 2016-2017 is listed in Table 4.

Back to TOC

Table 4: Phoenix Academy Administrative and Teaching Staff

Administrative and Teaching Staff	Title	Credentials, Certifications or Work Experience
Schwartz, Lisa	Director	BA and MA in School Psychology; Pupil Personnel Credential; Administrative Services Credential; 35 years experience in education
Allen, Karen	Program Manager	Single Subject Credential in French; Administrative Services Credential; 22 years experience in education
Rosen, Eve	Teacher	BS in Clinical Psychology; Multiple Subjects Credential; Highly Qualified Teaching status in Language Arts and Social Science; 12 years teaching experience
Huneidi, Amber Hanan	Teacher	BA in Humanities and Education with a minor in Religious Studies; Single Subject Credential in English, Education Specialist Credential; 1 year experience in education.
Brickley, Latorras	Paraeducator /Campus Supervisor	AA Degree; extensive knowledge of substance abuse issues; 23 years as a paraprofessional

In addition to the administrative and teaching staff listed above, we have two secretaries and additional staff provided by our partnership organizations. Through the Canal Welcome Center, Marin Health and Human Services, and Marin County Probation Department we have a learning coach/parent liaison and two therapists. Students from our program were also able to take advantage of Regional Occupational Program and School to Career Opportunities provided by the Marin County Office of Education.

VII. HEALTH AND SAFETY PROCEDURES WITH ANY MAJOR CHANGES

Phoenix Academy follows established standards of health and safety as followed in Marin County Community School operated by the Marin County Office of Education (MCOE). In compliance with Education Code Section 44237, fingerprints shall be obtained for each employee in order to obtain a criminal record summary, if any, from the Department of Justice. Phoenix Academy follows the MCOE School Safety Plan including emergency and first aid response, disaster preparedness, anti-tobacco and anti-drug abuse policies and programs. Staff follows MCOE health and safety policies and procedures including those regarding immunizations, health screenings and administration of medication. There were no major changes in this area.

Back to TOC

VIII. STATEMENT OF SUSTAINABILITY OF FACILITY FOR HEALTH AND SAFETY AND EDUCATIONAL UTILITY

Phoenix Academy is located at 1111 Las Gallinas Avenue in San Rafael in central Marin County with easy access to public transportation. The facility is safe, habitable and suited for the student population. Phoenix Academy's facility is combined with the Marin's Community School program due to a decreased enrollment in Phoenix Academy. The site includes four flexible learning spaces with laptop computers and iPads available for all students. Two therapists provide on-site therapy. Students have adequate, separate bathrooms for males and females. MCOE provides custodial and maintenance services for Phoenix Academy.

IX. COPIES OF ALL REQUIRED DOCUMENTS (BUDGET REPORTS, FINANCIAL PROJECTIONS, LEASES, INSURANCE)

The administrator for Phoenix Academy reports directly to the Marin County Superintendent of Schools or designee and to the Marin County Board of Education. The Marin County Board of Education is a publicly elected board comprised of seven trustees representing geographical areas in Marin County. The Marin County Board of Education meetings are held in compliance with the Brown Act, the Public Records Act and a Conflict of Interest Policy. Phoenix Academy operates under Marin County Board of Education adopted policies and procedures. Property and liability insurance is through MCOE provided by Keenan and Associates.

The Marin County Board of Education maintains all budget reports, financial projections, leases and insurance information. The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

Phoenix Academy receives services from the Marin County Office of Education in the areas of Personnel, Information Processing and Business Service as needed. These services include a yearly financial audit (included with other programs of Marin County Office of Education) by the Business Department and external audits. Phoenix Academy utilizes commonly accepted accounting standards and procedures in accordance with Standards and Procedures for Audits of California K-12 Local Educational Agencies issued by the State Controller's Office. There is also continuous monitoring of Phoenix Academy's fiscal status (with ongoing audit observing standards generally applied to other programs operated by Marin County Office of Education). The audit of the charter school is included in the Marin County Office of Education's audit report, which is the authorizing entity. The annual, independent financial audit will be completed by December 15 following the close of each fiscal year by an auditor with experience in education finance. The audit will be distributed to the State Controller's Office and the California Department of Education in accordance with the Marin County Office of Education program submissions.

Program operations are audited regularly on both a formal and informal basis including a review of average daily attendance. Student progress is assessed regularly and reviewed by staff. This

Back to TOC

document serves as the annual assessment of student and program goals and outcomes will be conducted.

Phoenix Academy obtained approval of its attendance forms and procedures from the California Department of Education as part of the MCOE Alternative Education programs. The staff person primarily responsible for attendance reporting is adequately trained. There are approved policies that address student attendance, including short-term independent study.

There is an approved calendar and class (bell) schedule. There is a process to monitor compliance with the minimum instructional minute requirements. Phoenix Academy is in session for 180 school days. The annual total instructional minutes of 53,700 exceeds the requirements for county community school programs (43,200).

Phoenix Academy follows the Marin County Office of Education and state records retention policies which comply with California Code of Regulations (CCR) Title 5, sections 16023-16026. These policies have been established for student records, federal grants, or in preparation for school closing.

If Phoenix Academy closes, students will be referred to their home school district or to MCOE's other Alternative Education programs. Staff will be reassigned to positions within MCOE programs for which they have appropriate credentials. A final audit of the charter school will be conducted through normal MCOE Business Services procedures. Pupil records, including data used for state and federal reporting, will be forwarded to the appropriate education program. Equipment, materials, and other property will revert to MCOE instructional programs.

X. OVERVIEW OF ADMISSION PRACTICES

There is no fee for enrollment and attendance in Phoenix Academy charter school. Students may be referred by their home school districts through the School Attendance Review Board, through an expulsion, or by their juvenile probation officer. Students may also self-refer to Phoenix Academy. Phoenix Academy shall admit all students who reside in California who wish to attend, up to the school's capacity based upon space, staff, or eligibility as a student with social/emotional issues, trauma background and/or substance abuse.

Following referral to Phoenix Academy, the Phoenix Academy therapeutic/academic team, which includes a teacher, therapeutic staff and the MCOE program administrator, determines whether to accept the student. This determination is based on the student's level of risk and willingness to participate in the program. If accepted, the student's progress in therapeutic, behavioral and academic areas is monitored. The student, his or her parent or guardian, or the Phoenix Academy team may choose to end enrollment at any time.

The enrollment process generally takes two weeks from referral to acceptance or denial of the admission. If the student is not accepted to Phoenix Academy, the referring party will be provided with other resources to address the student's needs. When Phoenix Academy is at full

Back to TOC

enrollment (40 students), a waiting list will be established on a first-come, first-serve basis. If there are ten or more students on the waiting list, there will be a public random drawing to establish the order of acceptance into the program. In the event a public random drawing is needed, all appropriate students will be listed alphabetically and assigned a number. Parents will be informed of their student's number. Lots with the numbers, one for each lot, will be selected in a blind drawing by a parent of a current student in the program. The numbers will be listed in order of drawing. The resulting list will determine the order of acceptance for the students. If a student does not accept the offered placement in one work week, the next student on the list will be contacted.

XI. SPECIAL EDUCATION AND SECTION 504

Phoenix Academy is part of the Marin County Special Education Local Plan Area (SELPA) for purposes of special education, and follows all requirements of the Marin County SELPA Charter School Policy. A part-time Resource Specialist provides special education services. Related services, including speech and language, are available as needed. Special education services will be provided consistent with the Marin SELPA plan including, but not limited to, referral, assessment, instruction and due process. The Alternative Education/Special Education administrator and the Resource Specialist meet regularly to conduct necessary Student Study Team (SST) meetings, Assessment Planning Team meetings and overall Special Education program coordination. If a Phoenix Academy student, parent, staff member or other involved professional requests consideration of Special Education or Section 504 assessment, the Student Study Team is convened for that student. The SST determines whether general education modifications are needed. If these modifications are not sufficient, the team may recommend assessment.

XII. PUPIL SUSPENSION AND EXPULSION

Phoenix Academy students are expected to comply with Education Code requirements and with local, state and federal laws. Phoenix Academy uses the Marin County Office of Education Progressive Discipline Protocol in handling student behavior. This protocol includes normal classroom behavior management; referral to on-site campus supervisors, probation officers or therapists as appropriate; and referral to in-house suspension.

If a student commits a suspendable offense, the program administrator may determine that it is necessary to summarily suspend that student for up to five consecutive school days. The suspension will be for the reasons set forth in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48901.5, 48915, 48915.5, and 48915.6. Parent or guardians are given notice of the suspension.

Phoenix Academy reserves the right to expel the student when required by state or federal law or for the reasons set forth above. Prior to making an expulsion decision, the Marin County Superintendent of Schools shall appoint or designate a person who will conduct a hearing. Any expulsion proceeding will follow the Board approved Countywide Plan for Expelled Youth.

Back to TOC

Phoenix Academy adheres to the Marin County SELPA policies in regard to the suspension and expulsion of Special Education students. If a Special Education student is suspended and/or pending dismissal from the program, an appropriate IEP meeting will be convened and will include the student, parent(s) or guardian(s), a district representative and a Phoenix Academy staff member.

Students' rights to due process are recognized and honored but they are balanced with the need to maintain a safe learning environment, which includes students' willingness to work with the academic and therapeutic aspects of the program. Students who continually refuse to engage in the program jeopardize the success and safety of the other students in the program. Students who do not comply with the terms of the Student Contract are provided with support, supervision and monitoring. The parent is included in treatment planning and modification of individual learning plans. However, when a student refuses to comply with the Phoenix Academy Student Contract, he or she may be required to participate in a meeting including the parent(s) or guardian(s), Phoenix Academy staff, the assigned probation officer and a district representative. Based on the results of that meeting, the student may be dismissed from the program and referred to another MCOE Alternative Education program, their district school or a more intensive treatment program.

Phoenix Academy will notify the superintendent of the school district of origin of the student's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason.

Phoenix Academy, upon request, provides the school district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information.

There were no students expelled during their enrollment in Phoenix Academy in 2016-17.

XIII. REVIEW OF ANY INTERNAL/EXTERNAL DISPUTE RESOLUTIONS

There were no internal or external disputes requiring resolution in the 2016-2017 academic year.

XIV. SITE VISIT BY MARIN COUNTY OFFICE OF EDUCATION STAFF

A Marin County Office Education administrator is on-site every day to oversee all aspects of operations. The Marin County Office of Education Assistant Superintendent overseeing Alternative Education programs visits Phoenix Academy on a regular basis. The Marin County Superintendent of Schools and a Trustee of the Marin County Board of Education visit the campus to observe the program at least once each school year.

Back to TOC

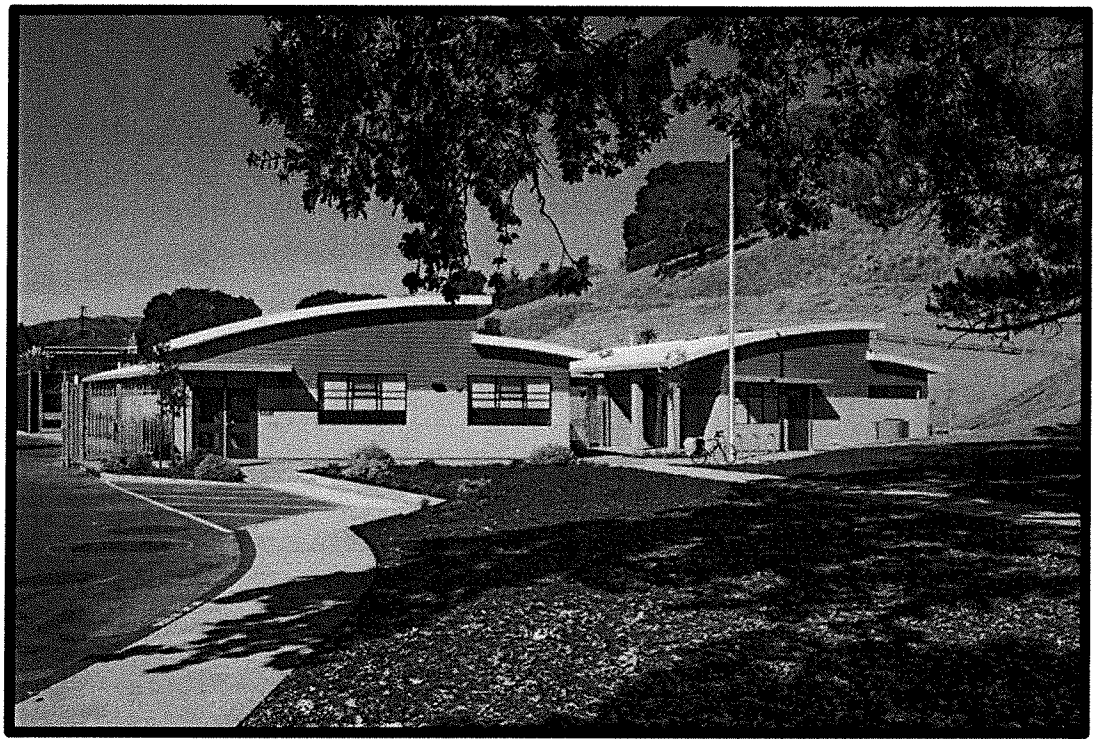
Phoenix Academy Charter Renewal

Appendix

D – 2017-2018 Phoenix Academy Performance Audit

Back to TOC

Marin County Office of Education



Phoenix Academy Charter School
Annual Performance Audit
Program Evaluation
2017-2018
October 9, 2018

MARY JANE BURKE
Marin County Superintendent of Schools
1111 Las Gallinas Avenue P.O. Box 4925
San Rafael, CA 94913

Back to TOC

I. INTRODUCTION

The Phoenix Academy is a public charter school operated by the Marin County Office of Education. The charter operates in conjunction with Marin's Community School, an alternative education program also run by the county. Students may enroll through referrals by their Juvenile Probation Officers, by expulsion order, or via a referral from their district's School Attendance Review Board. As a charter school, students may also voluntarily enroll from any district. The contacts for the program are Katy Foster and Erin Ashley, who are the Co-Leaders of Phoenix Academy Charter School, Marin's Community School (MCS) and Oracle Independent Study Program.

Phoenix Academy Charter School was originally designed to offer students with substance abuse problems a therapeutic learning environment. Over the years, there have been many changes including a shift away from abstinence-based therapeutic programs in favor of harm reduction models. As local districts and law enforcement agencies began using more restorative practices, the charter saw reductions in the numbers of students referred and a shift in the types of services students needed. As a result, the charter was modified through the June 2015 charter renewal to broaden the age range of students served to grades 7-12. In addition, the charter has expanded its population to include all students, especially those who need additional social and emotional support, students who have a history of trauma, and who may be at risk of substance abuse. Nineteen students were enrolled in Phoenix Academy during the 2017-2018 school year. Seventeen students participated in the school for thirty days or more. The demographic information of those seventeen students is listed in Table 1 below.

Table 1: Demographic Information for Phoenix Academy Students in 2017-2018

Grade Level	Number of Students
Grade 9	4
Grade 10	8
Grade 11	2
Grade 12	3
Total Enrollment	17
Student Enrollment by Student Group	**Percent of Total Enrollment**
Black of African American	11.8%
American Indian or Alaska Native	5.8%
Asian	0%
Filipino	0%
Hispanic or Latino	76.4%
Native Hawaiian or Pacific Islander	0%

Back to TOC

White	5.8%
Two or More Races	0%
Other	0%
Gender	Percent of Total Enrollment
Male	58.8%
Female	41.2%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	100%
English Learners	11.8%
Students with Disabilities	5.8%
Foster Youth	0%
District of Origin	Percent of Total Enrollment
Novato Unified School District	29.4%
San Rafael City Schools	64.7%
Tamalpais Union High School District	5.8%

Phoenix Academy is committed to developing the knowledge, skills and habits students need to succeed after graduation. Student goals include graduation from middle or high school; recovering credits through a flexible learning schedule; or passing the California High School Proficiency Exam (CHSPE) or the High School Equivalency Test (HiSET). At this time, the school does not offer University of California approved A-G courses through the day program, however, we will be developing these courses over the coming years to provide a pathway for students to attend California's public universities.

Phoenix Academy, Marin's Community School, Oracle Independent Study, and Loma Alta Juvenile Hall have a common Local Control and Accountability Plan (LCAP). Through the LCAP process, stakeholder input and program goals have been aligned to support students' social, emotional and academic needs. During the 2017-2018 school year, stakeholders were involved in the LCAP process through the following activities:

- Staff: Throughout the school year, school personnel were actively engaged in the monitoring, update and review of MCS LCAP goals, actions, services and budgets.
- Students: Students have taken surveys on the Summit Learning Platform, their social emotional skills, and have participated in 1:1 and small group meetings for input on curriculum, systems, and projects throughout the year. Some students also met in small groups with some of our partners in the fall and the spring. Our students regularly contribute their ideas about their programs and their thoughts on how best to meet their needs.
- Parents: Due to our size and combined program, our LCAP Advisory Council also serves as the Site Council and English Language Advisory Committee (ELAC). Each parent meeting began with a Site Council/ELAC meeting where we discussed goals, progress on goals, and ideas for the action plan.

Back to TOC

- Local bargaining units: While stakeholder engagement with staff included staff, we also held stakeholder engagement sessions with our Classified and Certificated Union leadership. This took place May 31, 2018.
- Local community: We have held regular meetings for information and input about goals and progress. In particular:
    - We held an all partner meeting June 2017 where we discussed redesign goals and got feedback.
    - We held multiple meetings with Marin County Probation Department.
    - We held multiple meetings with the Canal Welcome Center leadership and staff to problem solve in particular around how to engage the community more.
    - We met regularly with Mental Health Service providers to update on progress and develop a more comprehensive plan.
    - We held school visits and received input and feedback from our community of education innovators through New Schools Venture Fund and Silicon Schools Fund.
    - We held meetings with students, staff, the School Site Council/Advisory Committee, parents/guardians, and community partners to discuss the implementation of LCAP goals and action steps.
    - We administered student, staff, and parent/guardian surveys to monitor our progress towards our goals and the effectiveness of action steps taken.
    - We engaged student advisory groups to provide opportunities for student input towards our goals and action steps.
    - We conducted activities at a County Board meeting to gather stakeholder input and to identify the knowledge, skills, and habits we want to develop in the graduates of our school.

Based on the board-approved charter renewal document, the program continues to address charter goals, which are aligned to the LCAP goals of:

1. Educators participate in high quality professional development so that students may increase academic achievement.
2. All students will be provided with high-quality education with a broad course of study that includes in class learning as well as authentic real life learning opportunities. This includes students' participation in vocational education through School to Career opportunities and/or community service.
3. School community will maintain a safe, healthy, productive school environment. This includes the development of appropriate behavior in an academic setting.
4. Increase parent-guardian involvement and awareness of programs and services. This includes students' participation and awareness of physical and mental health services.

We began a redesign of our academic program in the 2017-2018 school year. While our essential goals have remained the same, some of the action steps and metrics have been revised. Our new academic model blends standards-based, integrated, project-based learning with competency-based learning. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation.

Back to TOC

We engage students by helping them build mastery, autonomy, through flexible learning opportunities. The culture of high expectations is supported with a deliberate cultivation of restorative and relational practices that allow us to support each individual in his or her academic and social-emotional needs.

Through our assessment and data collection systems, we develop individual pathways for every student to meet their goals. In the 2017-2018 school year, we used a learning management system called Summit learning, Northwest Evaluation Association (NWEA) Map Tests, surveys, and individual student interviews to develop individual pathways to learning.

Over the next four years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Many of our students have been marginalized, and as a result, they need high levels of support and resources to enable them to have more opportunities for success. Our academic programs are based on individual student needs and are designed to support student success in a small, alternative setting while providing a variety of therapeutic, social, emotional, and other services to support their personal growth.

The Phoenix Academy charter will continue to be operated by the Marin County Office of Education in partnership with local districts, the Marin County Probation department, the Marin County Department of Health and Human Services, Canal Welcome Center, Bay Area Community Resources and our employees, families and students.

II. ANALYSIS OF PROGRESS TOWARDS GOALS

The primary goal of the Phoenix Academy is to provide a positive, safe environment with a comprehensive program that addresses students' academic, therapeutic, health, social and emotional needs. When reviewing the information for the 2017-2018 school year, it is important to note that student enrollment fluctuates from month to month. Due to the nature of Alternative Education programs, the majority of students may be co-enrolled in one or all of the Alternative Education programs across the school year. The data reported below reflects the progress of the fifteen students who participated in the Phoenix Academy program for over 30 days.

Phoenix Academy is part of the Marin County Office of Education Alternative Education Local Control and Accountability Plan. As such, the data below reflects the progress of multiple alternative programs, including the Phoenix Academy.

Back to TOC

Table 2: LCAP Goals, Action Steps and Outcomes

LCAP GOAL	Action Steps and Outcomes

Goal 1: Educators will participate in high quality professional development.	*Professional Development Actions and Outcomes*
	• 100% of teachers (and our Bilingual Math Coach through the Canal Welcome Center) participated in the summer training for the Summit Learning Platform in July 2017, and subsequent coaching sessions with Summit Coaches as well as site-level coaches.
	• 100% of teachers received individual coaching and school wide professional development focused on classroom management, competency based learning, implementation of technology, project based learning, trauma informed instruction, equity in education, restorative practices, and social and emotional learning.
	• 100% of teachers visited other innovative and alternative education schools to see how other schools transformed their cultures.
	• 100% of staff received a Chromebook computer and were trained to use Google Suite and Summit Learning to support students.
	• 100% of our staff participated in a training about trauma and self care by a behavioral health specialist from Marin Community Clinics.
	• 100% of our staff were trained in Question/Persuade/Refer (QPR) suicide prevention
	
	Academic Achievement
	• As we started the process of moving from a participation-based system to a competency-based system, emphasis was placed on learning, not work completion. In our analysis, we had an increase in the percentage of students making progress:
	  • 74% Made progress in English
	  • 81.6 % Made progress in Math
	  • 66% Made progress in Social Studies.
	  • 87% Made progress in Science
	• Enrollment procedures changed this year. Students were kept on rolls longer while school worked on getting them to attend before disenrolling. This resulted in increased number and percent of students with chronic absenteeism, and lower average daily attendance.
	Actual attendance:
	Q1 = 69% Q2 = 62% Q3 = 59% Q4 = 56%
	Chronic Absenteeism:
	Q1: 58%, Q2: 68%, Q3: 58%, Q4: 56%
	Graduation Rates:
	57% Graduation Rate

Back to TOC

	Plans for 2018-2019 Through the school's redesign process, we are taking the following actions to support the social, emotional, and academic needs of students: • Professional development for teachers on culturally responsive pedagogy, social and emotional learning, project-based learning and competency based learning • All staff training on equity in education through the Pacific Education Group • Professional development for co-leaders to develop and implement a strategic plan and use "one voice" as co-leaders • Professional development for co-leaders to effectively lead for equity • Increase in training related to Trauma Informed Education • Training for all staff on restorative and relational practices • Training for all staff on social and emotional learning • Training for leaders on change management, motivational interviewing, budgets, Aeries, and PowerSchool Learning. We decided not to use Summit Learning this year and rather focus on teachers developing projects with community members that are more culturally relevant. • Hands-on training for all staff • Crisis Intervention training for learning coaches • Coordination with local partners to increase mental health and substance use counseling available to students • Development of systems to improve attendance
Goal 2: All students will be provided with high quality education with a broad course of study that includes in-class learning as well as authentic real life learning opportunities.	*Standards Aligned Curriculum* • 100% of teachers planned and delivered 6 standards-aligned, project based units through Summit Learning • 100% of teachers based lessons in Common Core State Standards and Next Generation Science Standards in planning student activities • We made several adjustments to our curriculum and program throughout the year including: Editing the Summit Curriculum to better serve the needs of our students; Creating new daily schedules; Refocusing our effort, including more professional development time to support social and emotional learning • Elective offerings included: Art, PE, Ethnic Studies, College and Career, Student Leadership, Health, Drama, Spanish through Fuel Education, and passion projects through Personalized Learning Time *Vocational Education Participation* • 100% of students have been introduced and given options to participate in internships and college tour opportunities • 100% of students have met with school to career liaisons for career interest survey and internship program consideration

Back to TOC

	• 15 expedition field trips to local museums, businesses, ranches, universities, and local cities to explore art, science, and career opportunities • 10 motivational speakers and community partners provided learning experiences for students. • 70% of our students participated in a Career Day event that provided local opportunities for jobs, internships, and mentorship opportunities. • 25% of students participated in Community College Tours, which were targeted for Junior and Senior students. • 20% of students participated in a job shadow or internship opportunity *Plans for 2018-2019* We are developing a stronger system to help students develop positive academic mindsets and individual passions and interests. • We are coordinating with Sidekick, an organization that can help us make project based learning units authentic by connecting students with national experts in the field. We are also expanding our contract with the Canal Welcome Center to have our students solve problems directly in their community and empower students as local leaders. • We are developing a system for students to track their grades, credits and post-secondary goals so that students see the connection between their day-to-day activities and long-term goals. • We are increasing the number of college visits and career days offered throughout the year. • We are developing an advisory program to help students make and reflect on their progress towards their goals.
Goal 3: The school community will maintain a safe, healthy and productive school environment	*Actions to Support a Safe, Healthy and Productive School Environment* • Facilities are in good repair, with no identified deficiencies • Day to day operation of program and services between the Marin County Office of Education, Probation, Canal Welcome Center, and Marin County Health and Human Services • Our mental health team met weekly to discuss student needs and connect students with the greatest need to mental health and community resources as necessary. • We have a full time therapist on site through Probation and .2FTE of a therapist through Marin County Health and Human Services to provide mental health services. • 100% of staff trained in CPR • 100% of staff participated in fire, earthquake, and lock down drills • 100% of students had access to mindfulness and healing circles provided by Gera Marin • We completed incident reports for all incidents on campus. • We have implemented a practice of relational circles each

Back to TOC

	morning, all centered on a weekly theme, to help develop relationships, and to help students build social and emotional skills • 100% of staff have been trained in trauma informed education and vicarious trauma • The whole staff has been trained in Question/Persuade/Refer (QPR) Suicide Prevention. The principal and the on-site therapist have had PRePARE crisis prevention training. *Surveys:* • 100% of staff participated in fall culture and climate surveys through Transforming Education • 95% of students and 91% of parents reported having positive relationships with staff on year-end internal surveys. *Suspension Rates* Q1 Total # of students enrolled: 36 Total # of suspensions: 10 % of students suspended even once: 19% Q2 Total # of students enrolled: 37 Total # of suspensions: 27 % of students suspended even once: 33% Q3 Total # of students enrolled: 36 Total # of suspensions: 51 % of students suspended even once: 41% Q4 Total # of students enrolled: 34 Total # of suspensions: 14 % of students suspended even once: 29% *Plans for 2018-2019* We have revised our Progressive Discipline Policies to provide earlier interventions for hate language, instead of having automatic suspensions for hate language. We are building relationships with Bay Area Community Resources and Marin Community Clinics to provide additional mental health care services and substance use counseling to decrease substance use issues. We are starting a student leadership group where students will make recommendations to policy issues such as dress code and others so that we both maintain a safe campus and include more student voice in

Back to TOC

	policies that directly affect them. As our student population will increase, we will put a greater focus on developing policies and procedures to ensure student and staff safety. Our staff will participate in hands-on training and crisis intervention strategies. We will provide training on Healthy Relationships, Sex Education, sexual harassment and substance use/abuse through our partnerships with Huckleberry Youth and the Tobacco Use and Prevention and Education Program. We are focusing on school wide implementation of relational and restorative practices to both prevent issues from arising and rebuild relationships when harm occurs. We will focus on our social and emotional curriculum to intentionally focus on developing strong relationships between students and staff. We are continuing to provide parent education events to build strong relationships with families to support our students.
Goal 4: Increase parent/guardian involvement and awareness of programs and services.	*Parent Involvement and Services In School Wide Events* • Coordination with the Canal Welcome Center to communicate with families • 100% of communications available in English and Spanish • 100% of meetings are translated in Spanish • Regular and ongoing coordination between the Foster Youth Coordinator and the California Department of Education (CDE) to support foster youth. • 100% of families participate in admissions meetings • 50% attendance at Back to School Night • 100% attendance at School Site Council Meetings • 51% attendance at Parent Education Events • Transportation provided to and from Novato through Canal Welcome Center • Transportation provided to San Rafael through Marin County Office of Education • 100% of families enrolled with Remind101 used to provide regular updates through text messages. *Plans for 2018-2019* As we are focusing on increasing attendance, we are stronger systems of communication with families to celebrate students as they improve attendance and make progress towards personal and academic goals. We will continue working closely with the Canal Welcome Center to communicate with students and families. We will hire more mentors to work with our students to prevent truancy and engage students in developing personal and academic goals.

Back to TOC

	We are revising our website to communicate with community stakeholders and highlight resources and opportunities available through our school and community. We will also continue providing parent education events throughout the year.

III. STATE AND FEDERAL STUDENT ASSESSMENT DATA

The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

The assessments that comprised the 2017-2018 California Assessment of Student Performance and Progress (CAASPP) administration included computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy and Mathematics tests. The paper-pencil assessments include the California Standardized Tests (CST) including science assessments and history assessments. English Learners participated in the CELDT test.

Table 3: California Assessment of Student Performance and Progress (CAASPP)

Percent of students tested on CAASPP tests	Less than 10 students participated in the CAASPP, so this information is not available
Percent of students tested on the CST tests	Less than 10 students participated in the CST, so this information is not available
Percent of English learners tested on the CELDT	Data not yet available

Local Assessments and Accountability
We used an online assessment tool through Summit Learning to monitor students' academic progress in developing skills and knowledge.

- 74% Made progress in English
- 81.6 % Made progress in Math
- 66% Made progress in Social Studies
- 87% Made progress in Science

Increasing the percentage of students tested on state and federal assessments is a significant area of growth and we will take steps in the 2018-2019 school year to increase participation in the tests.

Back to TOC

IV. LISTING OF ALL MAJOR DECISIONS MADE AND POLICIES ESTABLISHED BY THE MARIN COUNTY BOARD OF EDUCATION TRUSTEES IN RELATION TO THE PHOENIX ACADEMY

In order to increase the academic rigor and provide more post-secondary options for students, including a pathway to public universities, the County Superintendent, with the support of the Board of Education, began a redesign process of the Alternative Education programs. Through the redesign process, stakeholders have been engaged to consider actions we can take to better prepare students for their futures. Our redesign will focus on increasing student engagement and achievement through social and emotional learning, project based learning, competency based learning and blended instruction.

V. DATA ON THE LEVEL OF PARENT INVOLVEMENT IN GOVERNANCE AND OPERATION OF THE PHOENIX ACADEMY PROGRAM

The Phoenix Academy Advisory Council continued as a joint Alternative Education School Site Council comprised of parents, students, teachers, administrators, partner organizations, and community agencies. The council met quarterly to address charter and LCAP goals, action steps and progress. Parent involvement included the following activities:

- 100% of communications available in English and Spanish
- 100% of meetings are translated in Spanish
- Regular and ongoing coordination between the Foster Youth Coordinator and the California Department of Education (CDE) to support foster youth.
- 100% of families participate in admissions meetings
- 50% attendance at Back to School Night
- 100% attendance at School Site Council Meetings
- 51% attendance at Parent Education Events
- Transportation provided to and from Novato through Canal Welcome Center
- Transportation provided to San Rafael through Marin County Office of Education
- 100% of families enrolled with Remind101 used to provide regular updates through text messages.

VI. LISTING OF STAFF, QUALIFICATIONS, VERIFICATION OF CREDENTIALS

Two site administrators, three teachers, and a para-educator served Phoenix Academy students in the 2017-2018 school year. Teaching staff hold appropriate California Commission on Teacher Credentialing certificates and teach both core and elective subjects. Teacher qualifications are compliant with the Every Student Succeeds legislation. There were no teaching positions staffed by non-certificated teachers. The Marin County Office of Education staff for Phoenix Academy in 2017-2018 is listed in Table 4.

Back to TOC

Table 4: Phoenix Academy Administrative and Teaching Staff

Administrative and Teaching Staff	Title	Credentials, Certifications or Work Experience
Katy Foster	Co-Leader	BA and Masters Degree in Education, Administrative Services Credential, Single Subject Teaching Credential
Erin Ashley	Co-Leader	BA and Masters Degree in Education, Single Subject Teaching Credential
Eve Rosen	Teacher	BS in Clinical Psychology; Multiple Subjects Credential; Highly Qualified Teaching status in Language Arts and Social Science
Amber Hanan Huneidi	Teacher	BA in Humanities and Education with a minor in Religious Studies; Single Subject Credential in English, Education Specialist Credential
Robert O'Neil	Teacher	BA, Education Specialist Credential
Latorras Brickley	Paraeducator /Campus Supervisor	AA Degree; extensive knowledge of substance abuse issues; 23 years as a paraprofessional

In addition to the administrative and teaching staff listed above, we have two secretaries and additional staff provided by our partnership organizations. Through the Canal Welcome Center, Marin Health and Human Services, and Marin County Probation Department we have a bilingual math coach, a learning coach/parent liaison and two therapists. Students from our program were also able to take advantage of School to Career Opportunities provided by the Marin County Office of Education.

VII. HEALTH AND SAFETY PROCEDURES WITH ANY MAJOR CHANGES

Phoenix Academy follows established standards of health and safety as followed in Marin County Community School operated by the Marin County Office of Education (MCOE). In compliance with Education Code Section 44237, fingerprints shall be obtained for each employee in order to obtain a criminal record summary, if any, from the Department of Justice. Phoenix Academy follows the MCOE School Safety Plan including emergency and first aid response, disaster preparedness, anti-tobacco and anti-drug abuse policies and programs. Staff

Back to TOC

follows MCOE health and safety policies and procedures including those regarding immunizations, health screenings and administration of medication. There were no major changes in this area.

VIII. STATEMENT OF SUSTAINABILITY OF FACILITY FOR HEALTH AND SAFETY AND EDUCATIONAL UTILITY

Phoenix Academy is located at 1111 Las Gallinas Avenue in San Rafael in central Marin County with easy access to public transportation. The facility is safe, habitable and suited for the student population. Phoenix Academy's facility is combined with the Marin's Community School program due to a decreased enrollment in Phoenix Academy. The site includes four flexible learning spaces with laptop computers and iPads available for all students. Two therapists provide on-site therapy. Students have adequate, separate bathrooms for males and females. MCOE provides custodial and maintenance services for Phoenix Academy.

IX. COPIES OF ALL REQUIRED DOCUMENTS (BUDGET REPORTS, FINANCIAL PROJECTIONS, LEASES, INSURANCE)

The administrator for Phoenix Academy reports directly to the Marin County Superintendent of Schools or designee and to the Marin County Board of Education. The Marin County Board of Education is a publicly elected board comprised of seven trustees representing geographical areas in Marin County. The Marin County Board of Education meetings are held in compliance with the Brown Act, the Public Records Act and a Conflict of Interest Policy. Phoenix Academy operates under Marin County Board of Education adopted policies and procedures. Property and liability insurance is through Marin County Office of Education provided by Keenan and Associates.

The Marin County Board of Education maintains all budget reports, financial projections, leases and insurance information. The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

Phoenix Academy receives services from the Marin County Office of Education in the areas of Personnel, Information Processing and Business Service as needed. These services include a yearly financial audit (included with other programs of Marin County Office of Education) by the Business Department and external audits. Phoenix Academy utilizes commonly accepted accounting standards and procedures in accordance with Standards and Procedures for Audits of California K-12 Local Educational Agencies issued by the State Controller's Office. There is also continuous monitoring of Phoenix Academy's fiscal status (with ongoing audit observing standards generally applied to other programs operated by Marin County Office of Education). The audit of the charter school is included in the Marin County Office of Education's audit report,

Back to TOC

which is the authorizing entity. The annual, independent financial audit will be completed by December 15 following the close of each fiscal year by an auditor with experience in education finance. The audit will be distributed to the State Controller's Office and the California Department of Education in accordance with the Marin County Office of Education program submissions.

Program operations are audited regularly on both a formal and informal basis including a review of average daily attendance. Student progress is assessed regularly and reviewed by staff. This document serves as the annual performance audit of program goals and outcomes.

Phoenix Academy obtained approval of its attendance forms and procedures from the California Department of Education as part of the MCOE Alternative Education programs. The staff person primarily responsible for attendance reporting is adequately trained. There are approved policies that address student attendance, including short-term independent study.

There is an approved calendar and class (bell) schedule. There is a process to monitor compliance with the minimum instructional minute requirements. Phoenix Academy is in session for 180 school days. The annual total instructional minutes of 53,700 exceeds the requirements for county community school programs (43,200).

Phoenix Academy follows the Marin County Office of Education and state records retention policies which comply with California Code of Regulations (CCR) Title 5, sections 16023-16026. These policies have been established for student records, federal grants, or in preparation for school closing.

If Phoenix Academy closes, students will be referred to their home school district or to MCOE's other Alternative Education programs. Staff will be reassigned to positions within MCOE programs for which they have appropriate credentials. A final audit of the charter school will be conducted through normal MCOE Business Services procedures. Pupil records, including data used for state and federal reporting, will be forwarded to the appropriate education program. Equipment, materials, and other property will revert to MCOE instructional programs.

X. OVERVIEW OF ADMISSION PRACTICES

There is no fee for enrollment and attendance in Phoenix Academy charter school. Students may be referred by their home school districts through the School Attendance Review Board, through an expulsion, or by their juvenile probation officer. Students may also self-refer to Phoenix Academy. Phoenix Academy shall admit all students who reside in California who wish to attend, up to the school's capacity based upon space and staff.

Following referral to Phoenix Academy, the team determines if there is sufficient capacity based on space and staff. If accepted, the student's progress in therapeutic, behavioral and academic areas is monitored. The student, his or her parent or guardian, or the Phoenix Academy team may choose to end enrollment at any time.

Back to TOC

The enrollment process generally takes two weeks from referral to acceptance or denial of the admission. If the student is not accepted to Phoenix Academy, the referring party will be provided with other resources to address the student's needs. When Phoenix Academy is at full enrollment (40 students), a waiting list will be established on a first-come, first-serve basis. If there are ten or more students on the waiting list, there will be a public random drawing to establish the order of acceptance into the program. In the event a public random drawing is needed, all appropriate students will be listed alphabetically and assigned a number. Parents will be informed of their student's number. Lots with the numbers, one for each lot, will be selected in a blind drawing by a parent of a current student in the program. The numbers will be listed in order of drawing. The resulting list will determine the order of acceptance for the students. If a student does not accept the offered placement in one work week, the next student on the list will be contacted.

XI. SPECIAL EDUCATION AND SECTION 504

Phoenix Academy is part of the Marin County Special Education Local Plan Area (SELPA) for purposes of special education, and follows all requirements of the Marin County SELPA Charter School Policy. A part-time Resource Specialist provides special education services. Related services, including speech and language, are available as needed. Special education services will be provided consistent with the Marin SELPA plan including, but not limited to, referral, assessment, instruction and due process. The Alternative Education/Special Education administrator and the Resource Specialist meet regularly to conduct necessary Student Study Team (SST) meetings, Assessment Planning Team meetings and overall Special Education program coordination. If a Phoenix Academy student, parent, staff member or other involved professional requests consideration of Special Education or Section 504 assessment, the Student Study Team is convened for that student. The SST determines whether general education modifications are needed. If these modifications are not sufficient, the team may recommend assessment.

XII. PUPIL SUSPENSION AND EXPULSION

Phoenix Academy students are expected to comply with Education Code requirements and with local, state and federal laws. Phoenix Academy uses the Marin County Office of Education Progressive Discipline Protocol in handling student behavior. This protocol includes normal classroom behavior management; referral to on-site campus supervisors, probation officers or therapists as appropriate; and referral to in-house suspension.

If a student commits a suspendable offense, the program administrator may determine that it is necessary to summarily suspend that student for up to five consecutive school days. The suspension will be for the reasons set forth in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48901.5, 48915, 48915.5, and 48915.6. Parent or guardians are given notice of the suspension.

Back to TOC

Phoenix Academy reserves the right to expel the student when required by state or federal law or for the reasons set forth above. Prior to making an expulsion decision, the Marin County Superintendent of Schools shall appoint or designate a person who will conduct a hearing. Any expulsion proceeding will follow the Board approved Countywide Plan for Expelled Youth.

Phoenix Academy adheres to the Marin County SELPA policies in regard to the suspension and expulsion of Special Education students. If a Special Education student is suspended and/or pending dismissal from the program, an appropriate Individualized Education Program (IEP) meeting will be convened and will include the student, parent(s) or guardian(s), a district representative and a Phoenix Academy staff member.

Students' rights to due process are recognized and honored but they are balanced with the need to maintain a safe learning environment, which includes students' willingness to work with the academic and therapeutic aspects of the program. Students who continually refuse to engage in the program jeopardize the success and safety of the other students in the program. Students who do not comply with the terms of the Student Contract are provided with support, supervision and monitoring. The parent is included in treatment planning and modification of individual learning plans. However, when a student refuses to comply with the Phoenix Academy Student Contract, he or she may be required to participate in a meeting including the parent(s) or guardian(s), Phoenix Academy staff, the assigned probation officer and a district representative. Based on the results of that meeting, the student may be dismissed from the program and referred to another MCOE Alternative Education program, their district school or a more intensive treatment program.

Phoenix Academy will notify the superintendent of the school district of origin of the student's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason.

Phoenix Academy, upon request, provides the school district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information.

There were no students expelled during their enrollment in Phoenix Academy in 2017-18.

XIII. REVIEW OF ANY INTERNAL/EXTERNAL DISPUTE RESOLUTIONS

There were no internal or external disputes requiring resolution in the 2017-2018 academic year.

XIV. SITE VISIT BY MARIN COUNTY OFFICE OF EDUCATION STAFF

A Marin County Office Education administrator is on-site every day to oversee all aspects of operations. The Marin County Office of Education Assistant Superintendent overseeing Alternative Education programs visits Phoenix Academy on a regular basis. The Marin County

Back to TOC

Superintendent of Schools and a Trustee of the Marin County Board of Education visit the campus to observe the program at least once each school year.

XV. CONCLUSION

Since opening in August 1995, Phoenix Academy has served 813 students and their families. As the school operates in conjunction with Marin's Community School, we will continue to serve students who seek a smaller, more personalized educational option and who may not have found educational success in other settings. Our school serves students who are predominantly students of color, many of whom are from low-income families. Over the coming years, we plan to work with local districts to identify students who may benefit from our learning environment earlier on, so that we may make our school population more intentionally heterogeneous over time and better reflect the demographics of San Rafael. All students benefit from more diverse, inclusive and equitable environments.

We will continue to provide students a pathway to graduate from high school and prepare for various post-secondary options such as community college and career. Through our redesign process, we will additionally provide students access to coursework that will prepare them for success in California's public universities (UC a-g coursework). This will take time, but we want to ensure that all students have the access and supports necessary to succeed in the post-secondary option of their choice.

Phoenix Academy is fortunate to work with a wide variety of community partners including the Canal Welcome Center, Marin County Probation, Marin County Health and Human Services, Bay Area Community Resources and others. These partnerships will continue to support our students' social, emotional and academic development so that each student may follow their individual interests and become an engaged citizen and lead a purposeful life.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 2018-2019 Phoenix Academy Performance Audit

Back to TOC

Marin County Office of Education

Phoenix Academy Charter School
Annual Performance Audit
Program Evaluation
2018-2019
October 7, 2019

MARY JANE BURKE
Marin County Superintendent of Schools
1111 Las Gallinas Avenue P.O. Box 4925
San Rafael, CA 94903

Back to TOC

I. INTRODUCTION

The Phoenix Academy is a public charter school operated by the Marin County Office of Education. The charter operates in conjunction with Marin's Community School, an alternative education program also run by the county. Students may enroll through referrals by their Juvenile Probation Officers, by expulsion order, or via a referral from their district's School Attendance Review Board. As a charter school, students may also voluntarily enroll from any district. The contacts for the program are Katy Foster and Erin Ashley, who are the Co-Leaders of Phoenix Academy Charter School, Marin's Community School (MCS) and Oracle Independent Study Program.

Phoenix Academy Charter School was originally designed to offer students with substance abuse problems a therapeutic learning environment. Over the years, there have been many changes including a shift away from abstinence-based therapeutic programs in favor of harm reduction models. As local districts and law enforcement agencies began using more restorative practices, the charter saw reductions in the numbers of students referred and a shift in the types of services students needed. As a result, the charter was modified through the June 2015 charter renewal to broaden the age range of students served to grades 7-12. In addition, the charter has expanded its population to include all students, especially those who need additional social and emotional support, students who have a history of trauma, and who may be at risk of substance abuse. Twenty-four students were enrolled in Phoenix Academy during the 2018-2019 school year. The demographic information for these students is listed in Table 1 below.

Table 1: Demographic Information for Phoenix Academy Students in 2018-2019

Grade Level	Number of Students
Grade 8	1
Grade 9	2
Grade 10	2
Grade 11	6
Grade 12	13
Total Enrollment	24
Student Enrollment by Student Group	Percent of Total Enrollment
Black of African American	1
American Indian or Alaska Native	0
Asian	2
Filipino	0
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	0
White	2
Two or More Races	0
Other	0
Gender	Percent of Total Enrollment
Male	16
Female	8
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	96%
English Learners	56%
Students with Disabilities	17%
Foster Youth	4%
District of Origin	Percent of Total Enrollment
Novato Unified School District	70%
San Rafael City Schools	30%
Tamalpais Union High School District	0%

Phoenix Academy is committed to developing the knowledge, skills and habits students need to succeed after graduation. Student goals include graduation from middle or high school; recovering credits through a flexible learning schedule; or passing the California High School Proficiency Exam (CHSPE) or the High School Equivalency Test (HiSET). At this time, the school does not offer University of California approved A-G courses through the day program, however, we will be developing these courses over the coming years to provide a pathway for students to attend California's public universities. This year, the Phoenix Academy and Marin's Community School became fully accredited for a period of three years through the Western Association of Schools and Colleges. Being accredited will allow our school to submit our courses for review by the University of California system.

Phoenix Academy, Marin's Community School, Oracle Independent Study, and Loma Alta Juvenile Hall have a common Local Control and Accountability Plan (LCAP). Through the LCAP process, stakeholder input and program goals have been aligned to support students' social, emotional and academic needs. In addition to the LCAP process, Phoenix Academy and Marin's Community School went through an initial accreditation process through the Western Association of Schools and Colleges (WASC). Through the LCAP and WASC processes, we solicited feedback from stakeholders through the following activities:

- Staff: Staff provided day-to-day feedback, they collaboratively solved problems during staff meetings, and they identified areas of strength and growth for our LCAP and WASC processes. In addition, staff took two surveys on school culture and climate through Transforming Education.
- Students: Our students regularly contribute their ideas about their programs and their thoughts on how best to meet their needs. For example, we engaged student advisory groups to provide opportunities for student input towards our goals and action steps. Students provided feedback two times during the year through an internal survey. They also provided feedback on school culture and climate twice per year on surveys conducted by Transforming Education.
- Parents: We held five parent events throughout the year that always begin with the School Site Council and English Language Advisory Committee meetings. During these meetings, we discussed LCAP goals, discussed and approved plans for Title 1 budgets, and reviewed actions and progress toward goals. Parents took two surveys on school culture and climate during these meetings to get their feedback. Parents who could not attend the meetings provided feedback electronically.

- Local bargaining units: While stakeholder engagement with staff included staff, we also held stakeholder engagement sessions with our Classified and Certificated Union leadership. This took place May 1, 2019.
- School Board: In addition to regular updates at board meetings, David Hellman provided feedback and participated in feedback during our initial WASC visit.
- Local community: We have held regular meetings for information and input about goals and progress. In particular:
    - We held multiple meetings with Marin County Probation Department.
    - We held multiple meetings with the Multicultural Center of Marin leadership and staff to problem solve in particular around how to engage the community more.
    - We met regularly with Mental Health Service providers to update on progress and develop a more comprehensive plan, including Marin Community Clinics, Bay Area Community Resources, Marin County Probation, and Marin County Health and Human Services.
    - We held school visits and received input and feedback from our community of education innovators, New Schools Venture Fund, Silicon Schools Fund and Big Picture Learning.

Based on the board-approved charter renewal document, the program continues to address charter goals, which are aligned to the LCAP goals of:

1. Educators participate in high quality professional development so that students may increase academic achievement.
2. All students will be provided with high-quality education with a broad course of study that includes in class learning as well as authentic real life learning opportunities. This includes students' participation in vocational education through School to Career opportunities and/or community service.
3. School community will maintain a safe, healthy, productive school environment. This includes the development of appropriate behavior in an academic setting.
4. Increase parent-guardian involvement and awareness of programs and services. This includes students' participation and awareness of physical and mental health services.

We began a redesign of our academic program in the 2017-2018 school year. While our essential goals have remained the same, some of the action steps and metrics have been revised. Our new academic model blends standards-based, integrated, project-based learning with competency-based learning. Students develop content knowledge, and important academic and social-emotional skills to ensure success in whatever path they choose upon graduation.

We engage students by helping them build mastery and autonomy, through flexible learning opportunities. The culture of high expectations is supported with a deliberate cultivation of restorative and relational practices that allow us to support each individual in his or her academic and social-emotional needs.

Through our assessment and data collection systems, we develop individual pathways for every student to meet their goals. In the 2018-2019 school year, we used a learning management system called Powerschool Learning, Northwest Evaluation Association (NWEA) Map Tests, surveys, and individual student interviews to develop individual pathways to learning.

Over the next four years, our population of students will become intentionally heterogeneous as we attract families who are looking for a smaller and more personalized learning environment. Many of our students have been marginalized, and as a result, they need high levels of support and resources to enable them to have more opportunities for success. Our academic programs are based on individual student needs and are designed to support student success in a small, alternative setting while providing a variety of therapeutic, social, emotional, and other services to support their personal growth.

The Phoenix Academy charter will continue to be operated by the Marin County Office of Education in partnership with local districts, the Marin County Probation department, the Marin County Department of Health and Human Services, Multicultural Center of Marin, Bay Area Community Resources and our employees, families and students.

II. ANALYSIS OF PROGRESS TOWARDS GOALS

The primary goal of the Phoenix Academy is to provide a positive, safe environment with a comprehensive program that addresses students' academic, therapeutic, health, social and emotional needs. When reviewing the information for the 2018-2019 school year, it is important to note that student enrollment fluctuates from month to month. Due to the nature of Alternative Education programs, the majority of students may be co-enrolled in one or all of the Alternative Education programs across the school year. Phoenix Academy is part of the Marin County Office of Education Alternative Education Local Control and Accountability Plan. As such, the data below reflects the progress of multiple alternative programs, including the Phoenix Academy.

Table 2: LCAP Goals, Action Steps and Outcomes

LCAP GOAL	Action Steps and Outcomes
Goal 1: Educators will participate in high quality professional development.	*Professional Development Actions and Outcomes* • 100% of teachers participated in summer training to implement competency based learning, culturally responsive pedagogy, trauma informed education, and restorative practices. • 100% of teachers received individual coaching and school wide professional development focused on classroom management, competency based learning, implementation of technology, project based learning, trauma informed instruction, equity in education, restorative practices, and social and emotional learning. • 100% of staff received a Chromebook computer and were trained to use Google Suite and Powerschool Learning to support students. *Academic Achievement* • As we are moving from a participation-based system to a competency-based system, emphasis was placed on learning, not work completion. Each credit represents a year or more of growth on a cognitive skill or mastery of a concept. Students earning 12.5 credits are more are listed below: • Q1: 61%, Q2: 60%, Q3: 63%, Q4: 63% • MAP ELA and Math Growth Tests: Transience and participation in tests continue to be challenges. Only 7 students in ELA and 5 students in math had reliable fall to spring scores. Of these, 57% of students achieved their growth goals in ELA and 50% of students made growth goals in math. • Actual attendance: Q1 = 71% Q2 = 63% Q3 = 73% Q4 = 63% Chronic Absenteeism: Q1: 63%, Q2: 62%, Q3: 65%, Q4: 65% • Graduation Rates: 73% of eligible seniors graduated (students who started with 60 or fewer credits at the start of the year).

	Plans for 2019-2020 Through the school's redesign process, we are taking the following actions to support the social, emotional, and academic needs of students: ● Continuing professional development for teachers on culturally responsive pedagogy, social and emotional learning, project-based learning and competency based learning ● Training all staff on diversity, equity and inclusion through the Pacific Education Group ● Increasing the number of students doing internships, job shadows and dual enrollment through College of Marin. ● Utilizing our new Family Empowerment Specialist position to increase parent involvement and coordinate services for students and their families. ● Professional development for co-leaders to develop a culture of belonging and future orientation for students through Big Picture Learning. ● Increase in training related to Trauma Informed Education through Marin County Health and Human Services ● Training for all staff on social and emotional learning with resources from Transforming Education ● Crisis Intervention training for learning coaches ● Development of systems to improve attendance
Goal 2: All students will be provided with high quality education with a broad course of study that includes in-class learning as well as authentic real life learning opportunities.	*Standards Aligned Curriculum* ● 100% of teachers planned and delivered 6 standards-aligned, units through Powerschool learning ● 100% of teachers based lessons in Common Core State Standards and Next Generation Science Standards in planning student activities ● Elective offerings included: Art, PE, Ethnic Studies, College and Career, Student Leadership, Health, Documentary Film, Boxing, Drama, Coding, Poetry, and passion projects through Personalized Learning Time *Vocational Education Participation* ● 100% of students have been introduced and given options to participate in internships and college tour opportunities ● 100% of students have met with school to career liaisons for career interest survey and internship program consideration

	● 15 expedition field trips to local museums, businesses, ranches, universities, and local cities to explore art, science, and career opportunities ● 11 motivational speakers and community partners provided learning experiences for students. ● 75% of our students participated in a Career Day event that provided local opportunities for jobs, internships, and mentorship opportunities. ● 30% of students participated in a job shadow or internship opportunity *Plans for 2019-2020* We are developing a stronger system to help students develop positive academic mindsets and individual passions and interests. • We are coordinating with Sidekick, an organization that can help us make project based learning units authentic by connecting students with national experts in the field. • We have also expanded our contract with the Multicultural Center of Marin to have our students solve problems directly in their community and empower students as local leaders. • We are implementing a "College and Career Roadmap" system for students to develop post-secondary goals and identify how their daily activities will help them achieve their goals. • We are increasing the number of college visits and career days offered throughout the year.
Goal 3: The school community will maintain a safe, healthy and productive school environment	*Actions to Support a Safe, Healthy and Productive School Environment* ● Facilities are in good repair, with no identified deficiencies ● Day to day operation of program and services between the Marin County Office of Education, Probation, Multicultural Center of Marin, and Marin County Health and Human Services ● Our mental health team met weekly to discuss student needs and connect students with the greatest need to mental health and community resources as necessary. ● We have a therapist on site through Probation ● We launched a new support program through Bay Area Community Resources that provides one-on-one and group counseling to address substance use issues ● We launched a new support program through Marin Community Clinics called Fuerte to provide group counseling in Spanish to address trauma related to immigration issues ● We launched a new after school mentorship program through the Multicultural Center of Marin to involve 20 students with pro-social activities ● 100% of staff trained in CPR ● 100% of staff participated in fire, earthquake, and lock down drills ● We completed incident reports for all incidents on campus.

- 100% of staff have been trained in trauma informed education and vicarious trauma
- The whole staff has been trained in Question/Persuade/ Refer (QPR) Suicide Prevention. The principal and the on-site therapist have had PRePARE crisis prevention training.

Surveys:

- Student Surveys: Students took surveys during Q1 and Q3.
  - Students reporting that learning experiences are relevant to their lives Q1: 60%, Q3: 83%
  - Students reporting that they have at least one positive relationship with an adult at school: Q1: 57%, Q3: 97%.
  - Students reporting that they have at least one positive relationship with another student at school: Q1: 73%, Q3: 97%

- Transforming Education Surveys: Staff and students participated in fall and spring culture and climate surveys through Transforming Education Highlights of the fall to spring surveys include:
  - Our teachers are optimistic for the future and they feel we have a positive working environment. Teachers think their colleagues have positive attitudes and are supportive of new initiatives.
  - Students reported increases in self-awareness in all grades except 12th.
  - Students reported increases in self-efficacy and curiosity in all grades except 9th.
  - Students reported minor decreases in growth mindset in all grades except 8th.

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Suspension Rates:

Our suspension rates are significantly lower than the 2017-2018 school year. In Q4 of the 2017-2018 school year, our suspension rate was 40%. Our suspension rates from 2018-2019 are below:
Q1: 14%
Q2: 14%
Q3: 14%
Q4: 13%

Plans for 2019-2020

We are continuing to build our systems to connect more students to mental health resources through Bay Area Community Resources, Marin Community Clinics, Marin County Health and Human Services and Marin County Probation.

As a school, we are focusing on building trusting relationships with students and providing more opportunities for students to develop as leaders in classrooms, our school and the community at large. Teachers are participating in professional development to build student agency

	and engagement throughout our instructional program. We will continue providing training on healthy relationships, sex education, sex trafficking, sexual harassment and substance use/abuse through our partnerships with Huckleberry Youth and the Tobacco Use and Prevention and Education Program. We are continuing to implement school-wide relational and restorative practices to both prevent issues from arising and rebuild relationships when harm occurs. We are building systems for parent leadership and support to build strong relationships with families to support our students.
Goal 4: Increase parent/guardian involvement and awareness of programs and services.	*Parent Involvement and Services In School Wide Events* ● Coordination with the Multicultural Center of Marin to communicate with families ● Established new Family Empowerment Specialist position ● 100% of communications available in English and Spanish ● 100% of meetings are translated in Spanish ● Regular and ongoing coordination between the Foster Youth Coordinator and the California Department of Education (CDE) to support foster youth. ● 100% of families participate in admissions meetings ● 50% attendance at Back to School Night ● Held 5 parent education events throughout the year. 30% of families participated in at least one event. ● Transportation provided to and from Novato through the Multicultural Center of Marin ● 100% of families enrolled with Remind101 used to provide regular updates through text messages. *Plans for 2019-2020* We are excited to have the support of our new Family Empowerment Specialist to strengthen communication with parents and guardians and coordinate services to our students and families. We are increasing parent involvement and leadership in a variety of ways, including making ELAC meetings more frequent. We are continuing to update our school website to bring more awareness to the variety of programs and services available at our school and in the community.

III. STATE AND FEDERAL STUDENT ASSESSMENT DATA

The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

The assessments that comprised the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) administration included computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy and Mathematics tests. The paper-pencil assessments include the California Standardized Tests (CST) including science assessments and history assessments. English Learners participated in the CELDT test.

Table 3: California Assessment of Student Performance and Progress (CAASPP)

Percent of students tested on CAASPP tests	Less than 10 students participated in the CAASPP, so this information is not available
Percent of students tested on the CST tests	Less than 10 students participated in the CST, so this information is not available
Percent of English learners tested on the CELDT	Data not yet available

Local Assessments and Accountability
We used an online assessment tool through Powerschool Learning to monitor students' academic progress in developing skills and knowledge.

- 63% Made progress in English
- 86% Made progress in Math
- 63% Made progress in Social Studies
- 61% Made progress in Science

Increasing the percentage of students tested on state and federal assessments is a significant area of growth and we will take steps in the 2019-2020 school year to increase participation in the tests.

IV. LISTING OF ALL MAJOR DECISIONS MADE AND POLICIES ESTABLISHED BY THE MARIN COUNTY BOARD OF EDUCATION TRUSTEES IN RELATION TO THE PHOENIX ACADEMY

In order to increase the academic rigor and provide more post-secondary options for students, including a pathway to public universities, the County Superintendent, with the support of the Board of Education, began a redesign process of the Alternative Education programs. Through the redesign process, stakeholders have been engaged to consider actions we can take to better prepare students for their futures. Our redesign focuses on increasing student engagement and achievement through social and emotional learning, project based learning, competency based learning and blended instruction.

V. DATA ON THE LEVEL OF PARENT INVOLVEMENT IN GOVERNANCE AND OPERATION OF THE PHOENIX ACADEMY PROGRAM

The Phoenix Academy Advisory Council continued as a joint Alternative Education School Site Council comprised of parents, students, teachers, administrators, partner organizations, and community agencies. The council met quarterly to address charter and LCAP goals, action steps and progress. For parent involvement information, please see Goal 4 above.

VI. LISTING OF STAFF, QUALIFICATIONS, VERIFICATION OF CREDENTIALS

Two site administrators, five teachers, and a para-educator served Phoenix Academy students in the 2018-2019 school year. Teaching staff hold appropriate California Commission on Teacher Credentialing certificates and teach both core and elective subjects. Teacher qualifications are compliant with the Every Student Succeeds legislation. The Marin County Office of Education staff for Phoenix Academy in 2018-2019 are listed in Table 4.

Table 4: Phoenix Academy Administrative and Teaching Staff

Administrative and Teaching Staff	Title	Credentials, Certifications or Work Experience
Aguirre, Candice	Teacher	Bachelor's Degree in Marine Biology; Secondary Teaching Credential in Science, 5 years experience in education
Ashley, Erin	Co-Principal	Bachelor's Degree in Biology, Masters Degree in Education, National Board Certified Science Teacher, 14 years experience in education
Foster, Katy	Co-Principal	Bachelor's Degree in International Relations and a Masters Degree in Education, Administrative Services Credential, Single Subject Teaching Credential, 28 years experience in education
Low, Christopher	Teacher	Bachelor's Degree in Anthropology; Master's Degree in Education (exp. completion 2021), Edu Specialist Credential
Magana, Teresa	Teacher	Bachelor's Degree in Mathematics, Provisional Internship Permit
Rosen, Eve	Teacher	Bachelor's Degree in Clinical Psychology; Multiple Subjects Credential; Highly Qualified Teaching status in Language Arts and Social Science
Scott, Ryan	Teacher	Bachelor's Degree in Business Admin (Management), Masters in Arts Degree in Teaching, Single Subject Teaching Credentials

In addition to the administrative and teaching staff listed above, we have two secretaries, a College and Career Specialist, a Family Empowerment Specialist and additional staff provided by our partnership organizations including the Multicultural Center of Marin and the Marin County Probation Department.

HEALTH AND SAFETY PROCEDURES WITH ANY MAJOR CHANGES

Phoenix Academy follows established standards of health and safety as followed in Marin County Community School operated by the Marin County Office of Education (MCOE). In compliance with Education Code Section 44237, fingerprints shall be obtained for each employee in order to obtain a criminal record summary, if any, from the Department of Justice. Phoenix Academy follows the MCOE School Safety Plan including emergency and first aid response, disaster preparedness, anti-tobacco and anti-drug abuse policies and programs. Staff

follows MCOE health and safety policies and procedures including those regarding immunizations, health screenings and administration of medication. There were no major changes in this area.

VII. STATEMENT OF SUSTAINABILITY OF FACILITY FOR HEALTH AND SAFETY AND EDUCATIONAL UTILITY

Phoenix Academy is located at 1111 Las Gallinas Avenue in San Rafael in central Marin County with easy access to public transportation. The facility is safe, habitable and suited for the student population. Phoenix Academy's facility is combined with the Marin's Community School program due to a decreased enrollment in Phoenix Academy. The site includes four flexible learning spaces with laptop computers available for all students. Two therapists provide on-site therapy. MCOE provides custodial and maintenance services for Phoenix Academy.

VIII. COPIES OF ALL REQUIRED DOCUMENTS (BUDGET REPORTS, FINANCIAL PROJECTIONS, LEASES, INSURANCE)

The administrator for Phoenix Academy reports directly to the Marin County Superintendent of Schools or designee and to the Marin County Board of Education. The Marin County Board of Education is a publicly elected board comprised of seven trustees representing geographical areas in Marin County. The Marin County Board of Education meetings are held in compliance with the Brown Act, the Public Records Act and a Conflict of Interest Policy. Phoenix Academy operates under Marin County Board of Education adopted policies and procedures. Property and liability insurance is through Marin County Office of Education provided by Keenan and Associates.

The Marin County Board of Education maintains all budget reports, financial projections, leases and insurance information. The Marin County Office of Education Alternative Education administrators are responsible for ensuring all data submissions are completed as required by law.

Phoenix Academy receives services from the Marin County Office of Education in the areas of Personnel, Information Processing and Business Service as needed. These services include a yearly financial audit (included with other programs of Marin County Office of Education) by the Business Department and external audits. Phoenix Academy utilizes commonly accepted accounting standards and procedures in accordance with Standards and Procedures for Audits of California K-12 Local Educational Agencies issued by the State Controller's Office. There is also continuous monitoring of Phoenix Academy's fiscal status (with ongoing audit observing standards generally applied to other programs operated by Marin County Office of Education). The audit of the charter school is included in the Marin County Office of Education's audit report,

which is the authorizing entity. The annual, independent financial audit will be completed by December 15 following the close of each fiscal year by an auditor with experience in education finance. The audit will be distributed to the State Controller's Office and the California Department of Education in accordance with the Marin County Office of Education program submissions.

Program operations are audited regularly on both a formal and informal basis including a review of average daily attendance. Student progress is assessed regularly and reviewed by staff. This document serves as the annual performance audit of program goals and outcomes.

Phoenix Academy obtained approval of its attendance forms and procedures from the California Department of Education as part of the MCOE Alternative Education programs. The staff person primarily responsible for attendance reporting is adequately trained. There are approved policies that address student attendance, including short-term independent study.

There is an approved calendar and class (bell) schedule. There is a process to monitor compliance with the minimum instructional minute requirements. Phoenix Academy is in session for 180 school days.

Phoenix Academy follows the Marin County Office of Education and state records retention policies which comply with California Code of Regulations (CCR) Title 5, sections 16023-16026. These policies have been established for student records, federal grants, or in preparation for school closing.

If Phoenix Academy closes, students will be referred to their home school district or to MCOE's other Alternative Education programs. Staff will be reassigned to positions within MCOE programs for which they have appropriate credentials. A final audit of the charter school will be conducted through normal MCOE Business Services procedures. Pupil records, including data used for state and federal reporting, will be forwarded to the appropriate education program. Equipment, materials, and other property will revert to MCOE instructional programs.

IX. OVERVIEW OF ADMISSION PRACTICES

There is no fee for enrollment and attendance in Phoenix Academy charter school. Students may be referred by their home school districts through the School Attendance Review Board, through an expulsion, or by their juvenile probation officer. Students may also self-refer to Phoenix Academy. Phoenix Academy shall admit all students who reside in California who wish to attend, up to the school's capacity based upon space and staff.

Following referral to Phoenix Academy, the team determines if there is sufficient capacity based on space and staff. If accepted, the student's progress in therapeutic, behavioral and academic areas is monitored. The student, his or her parent or guardian may choose to end enrollment at any time.

The enrollment process generally takes two weeks from referral to acceptance or denial of the admission. When Phoenix Academy is at full enrollment (40 students), a waiting list will be established on a first-come, first-serve basis. If there are ten or more students on the waiting list, there will be a public random drawing to establish the order of acceptance into the program. In the event a public random drawing is needed, all appropriate students will be listed alphabetically and assigned a number. Parents will be informed of their student's number. Lots with the numbers, one for each lot, will be selected in a blind drawing by a parent of a current student in the program. The numbers will be listed in order of drawing. The resulting list will determine the order of acceptance for the students. If a student does not accept the offered placement in one work week, the next student on the list will be contacted.

X. SPECIAL EDUCATION AND SECTION 504

Phoenix Academy is part of the Marin County Special Education Local Plan Area (SELPA) for purposes of special education, and follows all requirements of the Marin County SELPA Charter School Policy. A part-time Resource Specialist provides special education services. Related services, including speech and language, are available as needed. Special education services will be provided consistent with the Marin SELPA plan including, but not limited to, referral, assessment, instruction and due process. The Alternative Education/Special Education administrator and the Resource Specialist meet regularly to conduct necessary Student Study Team (SST) meetings, Assessment Planning Team meetings and overall Special Education program coordination. If a Phoenix Academy student, parent, staff member or other involved professional requests consideration of Special Education or Section 504 assessment, the Student Study Team is convened for that student. The SST determines whether general education modifications are needed. If these modifications are not sufficient, the team may recommend assessment.

XI. PUPIL SUSPENSION AND EXPULSION

Phoenix Academy students are expected to comply with Education Code requirements and with local, state and federal laws. Phoenix Academy uses the Marin County Office of Education Progressive Discipline Protocol in handling student behavior. This protocol includes normal classroom behavior management; referral to on-site campus supervisors, probation officers or therapists as appropriate; and referral to in-house suspension.

If a student commits a suspendable offense, the program administrator may determine that it is necessary to summarily suspend that student for up to five consecutive school days. The suspension will be for the reasons set forth in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48901.5, 48915, 48915.5, and 48915.6. Parent or guardians are given notice of the suspension.

Phoenix Academy reserves the right to expel the student when required by state or federal law or for the reasons set forth above. Prior to making an expulsion decision, the Marin County Superintendent of Schools shall appoint or designate a person who will conduct a hearing. Any expulsion proceeding will follow the Board approved Countywide Plan for Expelled Youth.

Phoenix Academy adheres to the Marin County SELPA policies in regard to the suspension and expulsion of Special Education students. If a Special Education student is suspended and/or pending dismissal from the program, an appropriate Individualized Education Program (IEP) meeting will be convened and will include the student, parent(s) or guardian(s), a district representative and a Phoenix Academy staff member.

Students' rights to due process are recognized and honored but they are balanced with the need to maintain a safe learning environment, which includes students' willingness to work with the academic and therapeutic aspects of the program. Students who continually refuse to engage in the program jeopardize the success and safety of the other students in the program. Students who do not comply with the terms of the Student Contract are provided with support, supervision and monitoring. The parent is included in treatment planning and modification of individual learning plans. However, when a student refuses to comply with the Phoenix Academy Student Contract, he or she may be required to participate in a meeting including the parent(s) or guardian(s), Phoenix Academy staff, the assigned probation officer and a district representative. Based on the results of that meeting, the student may be dismissed from the program and referred to another MCOE Alternative Education program, their district school or a more intensive treatment program.

Phoenix Academy will notify the superintendent of the school district of origin of the student's last known address within 30 days if a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason.

Phoenix Academy, upon request, provides the school district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information.

There were no students expelled during their enrollment in Phoenix Academy in 2018-2019.

XII. REVIEW OF ANY INTERNAL/EXTERNAL DISPUTE RESOLUTIONS

There were no internal or external disputes requiring resolution in the 2018-2019 academic year.

XIII. SITE VISIT BY MARIN COUNTY OFFICE OF EDUCATION STAFF

A Marin County Office Education administrator is on-site every day to oversee all aspects of operations. The Marin County Office of Education Assistant Superintendent overseeing Alternative Education programs visits Phoenix Academy on a regular basis. The Marin County

Superintendent of Schools and a Trustee of the Marin County Board of Education visit the campus to observe the program at least once each school year.

XIV. CONCLUSION

Since opening in August 1995, Phoenix Academy has served 837 students and their families. As the school operates in conjunction with Marin's Community School, we will continue to serve students who seek a smaller, more personalized educational option and who may not have found educational success in other settings. Our school serves students who are predominantly students of color, many of whom are from low-income families. Over the coming years, we plan to work with local districts to identify students who may benefit from our learning environment earlier on, so that we may make our school population more intentionally heterogeneous over time and better reflect the demographics of San Rafael. All students benefit from more diverse, inclusive and equitable environments.

We will continue to provide students a pathway to graduate from high school and prepare for various post-secondary options such as community college and career. Through our redesign process, we will additionally provide students access to coursework that will prepare them for success in California's public universities (UC a-g coursework). This will take time, but we want to ensure that all students have the access and supports necessary to succeed in the post-secondary option of their choice.

Phoenix Academy is fortunate to work with a wide variety of community partners including the Multicultural Center of Marin, Marin County Probation, Marin County Health and Human Services, Bay Area Community Resources and others. These partnerships will continue to support our students' social, emotional and academic development so that each student may follow their individual interests and become an engaged citizen and lead a purposeful life.

Phoenix Academy Charter Renewal

Appendix

D – 8110 Authority

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8110 AUTHORITY

The Marin County Board of Education is the Governing Board of the Marin County Office of Education. Its legal authority is determined by the State Constitution, the Statutes of the State Legislature, regulations of the State Board of Education and that authority conferred by trustee area elections.

References: Education Code 1000

Approved as to form.

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8120 Duties and Powers

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8120 DUTIES AND POWERS

The Board shall be the general policy making body for the Marin County Office of Education. With the assistance of the Superintendent and his/her staff, the Board shall establish general policies governing the operation of the County Office of Education. Adoption of these written policies shall be the principal means by which the Board shall exercise its leadership. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board shall determine the effectiveness of the operation of the County Office of Education.

The Superintendent is authorized to devise and use Administrative Regulations and Procedures to implement Board policy.

The Marin County Board of Education shall:

1. Delegate to the County Superintendent of Schools the authority to execute the established policies and shall require from the Superintendent such reports as are deemed necessary to determine the adequacy and wisdom of the policies as well as the effectiveness with which they are implemented.

2. Determine the number of types of special schools and County Office of Education departments to be maintained and the scope and kinds of services to be provided.

3. Approve the courses of study and curriculum for County Office of Education operated schools and programs.

4. Approve offers of employment.

5. Adopt an annual budget.

(continued)

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8120 **DUTIES AND POWERS** (concluded)

6. Secure sites for special school buildings and County Office of Education facilities and approve all building plans for the construction of such buildings and special facilities.

7. Approve, as required by law, contracts entered into by the County Superintendent of Schools.

8. Act on all other matters as required by law.

References: Education Code 1000, 1040-1042, 1240, 1260, 1720, 1721
Constitution of California: Article IX, Section 3.3

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8121 Individual Members

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8120 DUTIES AND POWERS

8121 INDIVIDUAL MEMBERS

No member of the Board shall have the power to act in the name of the Board outside of Board meetings, except as formally authorized by Board action.

If one or more Board members are materially involved in any Marin County Office of Education activity or project, those Board members shall disclose that information at the Marin County Board of Education Reports section of the agenda. If requested by any Board member, the proposed involvement shall be placed on the agenda of a subsequent meeting for action.

Requests for research or administrative studies, desired by one or more Board members, shall be submitted to the Board for consideration and, if approved, the Board shall direct staff to make such studies. Individual Board members shall confer with the Superintendent if specific information is desired or if information is needed regarding a complaint or request from a citizen.

References: Education Code 1013, 1040

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89
Revised - 5/12/92

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8122 Appointment to County Superintendent Due to Vacancy

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8120 DUTIES AND POWERS

8122 APPOINTMENT OF COUNTY SUPERINTENDENT DUE TO VACANCY

As provided by Education Code 1042(e), the Marin County Board of Education will fill, by appointment, any vacancy (Government Code 1770) that occurs during the term of office of the Marin County Superintendent of Schools. The appointment will be effective until the office is filled by election at the next gubernatorial election.

References: Education Code 1042(e)
Government Code 1770

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8131 Adoption of Policies

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8130 POLICY DEVELOPMENT

8131 ADOPTION OF POLICIES

Policy-making is the responsibility of the Board. The Board shall reserve to itself the function of providing guidelines for the discretionary action of those to whom it delegates authority. These guidelines for discretionary action shall constitute the policies governing the operation of the County Office of Education. They shall be recorded in writing.

A majority vote of the members of the Board shall be necessary to adopt a policy statement of the Board. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board policy.

References: Education Code 1013, 1015, 1040, 1042

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8132 Amendment or Suspension of Policies

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8130 POLICY DEVELOPMENT

8132 AMENDMENT OR SUSPENSION OF POLICIES

Amendment: The policies of the Board shall be subject to amendment only upon a majority vote of all members of the Board. The vote shall be taken at a meeting after the proposed amendment has been described in writing and presented at the previously called meeting.

Suspension: The policies of the Board shall be subject to suspension only upon a majority vote of all members of the Board at a meeting for which the proposed suspension is placed on the agenda, described in writing, and has been delivered to all Board members with the agenda or upon a unanimous vote of all members of the Board when no notice has been given.

The County Superintendent is authorized to suspend any policy when advised by competent legal authority that such policy is wholly or in part in conflict with the laws or regulations of a superior authority. The Superintendent may choose to suspend only that part which is in conflict if such action seems to be in the best interest of the County Office of Education. The suspension shall be valid only until the Board's next regular or special meeting, when the Superintendent shall report the suspension and request that the Board suspend the policy for a specified purpose and term. The Superintendent should also present to the Board for first reading a revised policy which meets the requirements of law, unless the Superintendent's recommendation is that it be rescinded or revoked.

References: Education Code 1013, 1040, 1042

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8133 Formulation of Administrative Regulations and Procedures

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8100 FUNCTIONS

8130 POLICY DEVELOPMENT

8133 FORMULATION OF ADMINISTRATIVE REGULATIONS AND PROCEDURES

The Board shall delegate to the Superintendent the function of specifying procedures under which the County Office of Education will be operated. These procedures shall constitute the Administrative Regulations and Procedures governing the County Office of Education. They must be consistent, in every respect, with the policies adopted by the Board.

References: Education Code 1042

Approved as to form:

Deputy County Counsel

Approved by
Marin County Board of Education - 9/26/89

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – 8330 Conflict of Interest

Back to TOC

8000 COUNTY BOARD OF EDUCATION

8300 MEMBERS

8330 CONFLICT OF INTEREST

The Political Reform Act (Government Code § 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations § 18730) which contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to confirm the amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations, § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code for the Marin County Office of Education (MCOE).

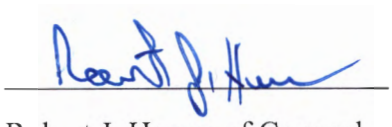
Individuals holding designated positions shall file their statements of economic interests with the MCOE, which will make the statements available for public inspection and reproduction. (Gov. Code § 81008). All statements will be retained by the MCOE.

Bylaw MARIN COUNTY OFFICE OF EDUCATION

Adopted: September 26, 1989 San Rafael, California

Revised: June 8, 1993
August 6, 2002
June 26, 2012
December 9, 2014

Approved as to form:



Robert J. Henry, of Counsel

Back to TOC

APPENDIX A

DESIGNATED POSITIONS

Designated Positions	Assigned Disclosure Categories
County Superintendent of Schools	1,3,4
Members, Marin County Board of Education	1,3,4
Deputy Superintendent	1,3,4
Assistant Superintendents	1,3,4
Senior Directors	1,3,4
Directors	1,3
Coordinators	2
Members, County Committee on School District Organization	2,3
Members, Personnel Commission	2
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions, and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Superintendent may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Superintendent's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Government Code § 81008)

Back to TOC

APPENDIX B

DISCLOSURE CATEGORIES

Category 1:

Designated positions assigned to this category must report investments, business positions in business entities, and income (including receipt of gifts, loans, and travel payments), from sources that provide goods or services of the type utilized by the MCOE, as well as from entities for which the MCOE provides oversight.

Category 2:

Designated positions assigned to this category must report investments, business positions in business entities, and income (including receipt of gifts, loans, and travel payments), from sources that provide goods or services of the type utilized by the designated position's department, as well as from entities for which the designated position's department provides oversight.

Category 3:

Designated positions assigned to this category must report interests in real property located in whole or in part within the boundaries of the MCOE jurisdiction, or within two miles of the boundaries or of the jurisdiction, or within two miles of any land owned or used by the MCOE.

Category 4:

Designated positions assigned to this category must report investments, business positions in business entities, and income (including receipt of gifts, loans, and travel payments), from sources of the type to receive grants or subgrants from or through the MCOE.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

D – Memorandum of Understanding between MCOE and MCS, PA and Oracle

Back to TOC

MEMORANDUM OF UNDERSTANDING
BETWEEN THE MARIN COUNTY OFFICE OF EDUCATION AND MARIN'S COMMUNITY SCHOOL, PHOENIX ACADEMY CHARTER SCHOOL, AND ORACLE INDEPENDENT STUDY

This memorandum delineates the common goal of the Marin County Office of Education and the school leaders of Marin's Community School, Phoenix Academy Charter School and Oracle Independent Study to fully implement a redesign of school programs.

PURPOSE

Marin County students often surpass state averages on standardized achievement tests, yet pervasive achievement gaps between socioeconomic and ethnic groups remain. To close opportunity gaps, we need to equip every student, including students at Marin's Community School, with the knowledge, skills, mindsets, and networks they need to be prepared for the future into which they will graduate.

Specifically, we want to transform the school so that:

- All students have the access and support they need to pursue their individual pathways to success, including curriculum that meets the University of California's A-G requirements.
- All students develop 21st century skills such as communication, collaboration, creativity, critical thinking and agency.
- All students develop the mindsets and social emotional skills necessary to succeed.
- All students develop their networks to expand their social capital and opportunities post graduation.

To realize the outcomes listed above, we need to continue the school transformation efforts that began in the 2017-2018 school year. The educational model we are implementing is specifically designed to support a wide range of academic and social and emotional learning needs. The personalized educational model integrates the following design elements:

- *Interdisciplinary Project Based Learning*: English, math, social science, and science teachers share the same students. Teachers integrate their courses through common problems that connect each discipline. As a result, students and teachers have increased flexibility to use time and space to support learning. Instead of working alone, teachers work as a team to support student learning across all subject areas.

Back to TOC

- *Personalized Learning:* The model empowers students to direct their own learning through a blended learning model that is supported by 1:1 technology and competency based learning. Students discover their passions by choosing and creating authentic projects, working in teams, and contributing to their community. A community liaison helps connect students with community members to help mentor students and provide internship opportunities.

- *Social and Emotional Learning:* The social and emotional curriculum focuses on self-regulation skills, including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Our projects, advisory period, morning circles, and internship opportunities are designed to scaffold student agency and the development of social and emotional skills. As students solve complex, global problems, they also develop cross-cultural understanding, empathy and the ability to learn and work with others from diverse backgrounds.

- *Continuous Learning:* We apply systems for reflection and innovation at all levels of the school so that we constantly improve student outcomes. Staff and students regularly analyze data to determine next steps in learning. We will share lessons learned throughout the innovation process with the local education community and beyond, so that educators may take back components that are interesting to them to other schools and districts.

NECESSARY CONDITIONS FOR SUCCESS

The categories in the table below represent the conditions and autonomies needed to effectively transform the Alternative Education programs. Therefore, in compliance with federal, state, and Board policies and regulations, MCOE hereby agrees to provide the Alternative Education Programs and their leaders with the following conditions and autonomies:

Category	Decisions
Staffing/Hiring	School leader(s): • Make hiring recommendations in consultation with the Assistant Superintendent responsible for Alternative Education directly to the Superintendent for final approval. • Participate in determining the hiring process and timeline. • Determine the number and types of positions that are needed. • Create new staffing positions, job descriptions, or hiring criteria through the district protocols. • Interview and participate in hiring candidates from inside and outside the district. • Will not receive transfers into the school, without consenting. • Will report directly to the Assistant Superintendent, while maintaining strong lines of communication with the Superintendent including scheduled periodic updates/meetings.
Collective Bargaining Contract	When collective bargaining contracts are negotiated, school leaders will have the opportunity to provide input and participate as appropriate.
Evaluation	All schools will be under MCOE's administrative, teacher and staff evaluation system. School leaders may propose changes to the district wide evaluation system to align with the mission and vision of the school understanding that the evaluation process is a negotiated item in the collective bargaining process.
Budget	School leader(s): • Determine how resources allocated to the school are utilized (Resources include: MCS, PA, Oracle, Lottery, Grants awarded to the school, AB1913, Title 1A and Title 1D, and Donations). • May convert staff positions to dollars or dollars to staff. • May budget using average or actual teacher salary. • School budgets and shared resources will be determined at the beginning of the fiscal year. Resources allocated to the school will not be reduced without the consent of school leaders (ex. AB1913, Title 1A, Title 1D, and Lottery). • Purchase services or staff from partners of their choice with authorization and approval of the Superintendent.

Curriculum, Instruction and Assessment	School leader(s) • Decide which instructional resources to use. • May implement school wide instructional programs. • Define the campus grading systems and policies (ex. to support competency-based grading systems). • Allow students to progress through mastery of standards or competencies as opposed to seat time. • Will ensure all necessary state and federal tests are administered.
Special Education	The school will continue to operate within Marin County SELPA as established, unless otherwise negotiated.
Discipline	School leaders will have the option to use alternative forms of discipline such as restorative practices. School leaders will be able to modify the progressive discipline policy consistent with laws and regulations.
Professional Development	School leader(s) • Will develop a system of individualized professional development plans with strong input from teachers through personal growth plans. • Specify the amount of professional and collaborative time. teachers spend through extra duty days. • May opt into Marin County professional development services.
Facilities	MCOE will provide facilities and maintenance for the school. As the school grows, MCOE will provide adequate facilities for up to 200 students.
Admissions and Enrollment	Students will continue to be referred by their home school districts and the juvenile justice system. As the school grows to approximately 200 students over the coming years, school leaders will recruit a school population that makes the school more intentionally heterogeneous, so that the demographics mirror the San Rafael community.

School Schedule/ Calendar	School leader(s) may: • Modify the master schedule or schedule within the school day with consultation with the Assistant Superintendent. • Increase or change the use of common planning time and professional development time. • Increase or decrease the instructional time each week. • Change the timing of vacations or professional development days .
Community Partners	With the authorization and approval of the Superintendent, school leaders will determine which community partners the school chooses to work with. All Memorandums of Understanding will continue to be coordinated through MCOE.
Technology	School leader(s) • May select the instructional technology that best serves the students. (ex. software, devices, learning management systems, and student information systems).

Amendments: Designated representatives of MCOE and the school leaders of Marin's Community School, Phoenix Charter Academy, and Oracle Independent Study will meet as necessary to implement this agreement and to discuss necessary amendments. Amendments dictated by changes in statute, regulation and/or controlling court decisions shall automatically become part of this agreement. Otherwise, this Agreement shall only be modified in writing by the mutual agreement of the parties.

_____ Dated: 6/6/18
For: Alternative Education Program Leader

_____ Dated: 6/6/18
For: Alternative Education Program Leader

_____ Dated: 6/9/18
For: Marin County Office of Education

Certification by the Superintendent:

_____ Dated: _____

Phoenix Academy Charter Renewal

Appendix

D – Organizational Chart

Back to TOC

MARIN COUNTY OFFICE OF EDUCATION ORGANIZATION CHART
2019-2020

DRAFT

MARIN COUNTY SUPERINTENDENT OF SCHOOLS
MARY JANE BURKE

Kate Osborn

DISTRICT SERVICES

SMCSD (Terena)
Miller Creek (B.Rosales)

CCEE

TOM ARMELINO
Executive Director

TERENA MARES
Deputy Superintendent

CCEE Liaison/ Legal Counsel
Brooks Allen
Sally Chacon

Barbara Henderson
Tracee Edmunds (.2)

Arjun Singh

INFORMATION SERVICES

Dane Lancaster
Nick Mitchell

Kevin Nguyen

KATE LANE
Assistant Superintendent

BUSINESS SERVICES/ RURALS
Michael Ghebregziabher

Pamela Smith
Keith Ricci
Andrea Triboletti

Steve Armstrong
Oleg Gusev
Ling Reilly
Tony Santana
Karina Sawin

Lincoln, Laguna, Nicasio
(Luke McCann)
Nancy Neu

KEN LIPPI
Assistant Superintendent

ALTERNATIVE EDUCATION
Erin Ashley
Katy Foster
Jonathan Lucha
Saul Godinez

STC/CAREER TECHNICAL EDUCATION/ SAFESCHOOLS
Mike Grant (.5)
Jesse Madsen
Kristen Marcucci
Araceli Nunez
Melina Boyd

M&O/FACILITIES
Mike Grant (.5)
(Luke McCann)

WALKER CREEK RANCH
Patrick McLaughlin
Jarred Patton
Eric Briggs
Abbey Gordon
Kris Jacobsen

RAQUEL ROSE
Assistant Superintendent

CURRICULUM & INSTRUCTION/ GRANTS/ ACCOUNTABILITY
Laura Trahan
Eileen Smith

Beth Kradepohl
Amanda Mattea
Karen Allen
Christina Lunde
Melissa Guerrero

MCF GRANTS/ PK-3 CASS/ECE

Carol Barton
Tanya Myers
Heidi Holmoe
Isobel Shaw

Bonnie Barron
Melissa Guerrero
Elizabeth Gonzalez
Cinthia Montejano

JON LENZ
Assistant Superintendent/ SELPA Director

PERSONNEL
Tracee Edmunds (.5)
Janelle Campbell (.5)

Amy Ridings

SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Rebecca Minnich

Chloe Mach
Ann England
Anne-Marie Jess

SPECIAL EDUCATION
Janelle Campbell (.5)
Kristi Dahlstrom

Judy Hull
Stacey Tachiki
Christina Fass
Kelly Johnson

Julia Hathaway
Cami Kline-Pratt
Julie Lucero
Lauren McGoldrick
Cristina Vicens

Michelle Drake

4/2/2020

Phoenix Academy Charter Renewal

Appendix

D – Uniform Complaint Policy

Back to TOC

Marin County Office of Education

Uniform Complaint Procedures (UCP) Annual Notice - 2019-2020

Marin County Office of Education annually notifies its students, employers, parents/guardians of its students and other interested parties of the Uniform Complaint Procedure (UCP) process.

Marin County Office of Education is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Program and activities subject to the UCP:

- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- American Indian Education Centers and Early Childhood Education Program Assessments
- Bilingual Education
- California Peer Assistance and Review Programs for Teachers
- Career Technical and Technical Education; Career Technical; Technical Training (State)
- Career Technical Education (Federal)
- Child Care and Development
- Child Nutrition
- Compensatory Education
- Consolidated Categorical Aid
- Course Periods without Educational Content
- Economic Impact Aid
- Education of Pupils in Foster Care, Pupils who are Homeless, Former Juvenile Court Pupils now Enrolled in a School District, and Pupils of Military Families
- Every Student Succeeds Act/No Child Left Behind (Title I-VI)
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to Lactating Pupils
- School Safety Plans
- Special Education
- State Preschool
- Tobacco-Use Prevention Education

Pupil Fees:

A pupil fee includes, but is not limited to, all of the following:

- ✓ 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 they class or activity is elective or compulsory, or is for credit.

Back to TOC

- ✓ A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, and clothes associated with an educational activity.
- ✓ A pupil fees complaint may be filed with the principal of a school or with our Deputy Superintendent. A pupil fees and/or LCAP complaint may be filed anonymously; however, the complainant must provide evidence or information leading to evidence to support the complaint.
- ✓ A pupil enrolled in a school or program within the MCOE district shall not be required to pay a pupil fee for participation in an educational activity.
- ✓ A pupil fee complaint shall be filed no later than one year from the date the alleged violation occurred.

Additional Information:

We shall post a standardized notice of the education rights of pupils in foster care, pupils who are homeless, former juvenile court pupils now enrolled in a school district, and pupils in military families as specified *Education Code Sections* 48645.7, 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

Contact Information:

The staff member responsible to receive UCP complaints for Marin County Office of Education is:

Deputy Superintendent
Marin County Office of Education
1111 Las Gallinas Avenue, San Rafael, CA 94903
MarinCOE@marinschools.org
(415)499-5802

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UPC policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to the CDE by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally filed complaint and a copy of our Decision.

We advise any complainant of the civil law remedies, including, but not limited to injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable. Copies of our Uniform Complaint Procedures process shall be available free of charge.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

E – Sample Position Announcement

Back to TOC

MARIN COUNTY
OFFICE OF EDUCATION

1111 Las Gallinas Avenue/P.O. Box 4925
San Rafael, CA 94913-4925
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SUPERINTENDENT OF SCHOOLS

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POSITION ANNOUNCEMENT

SOCIAL STUDIES TEACHER /MARIN'S COMMUNITY SCHOOL
2020-2021

Join Our Team

Marin's Community School (MCS) believes in the power of educators to be innovative and creative so that all students are supported and prepared to succeed. As a member of our team, your ideas and experiences will shape the future of education. Are you ready for the challenge?

The Position

We are looking for a teacher at our Alternative Education school that serves 7th- through 12th-grade students who have been referred to us by their schools for non-attendance or expulsion, referred by their probation officers directly, or who have chosen to attend our school. Our team works together to support the social and emotional well-being of students so that they can flourish in their academic pursuits and be prepared to succeed in college, career, and life.

Our teachers use problem- and project-based learning, competency based learning, and blended instruction to differentiate academic instruction for students. In addition, we use a wide variety of strategies to support the social and emotional development of students, including relational and restorative practices. We collaborate and communicate with each other, students, families, and community partners to support our students, and to create and maintain a safe learning environment.

Our School Mission

We empower each other to follow our passions and lead purposeful lives.

We Value:

Collaboration and Continuous Learning

The MCS team works together to co-create engaging and inspiring learning opportunities for kids. We are a community of learners who celebrate success and use constructive feedback and data to reflect on our practices and continuously improve. We are optimistic about public education and its role in breaking down barriers and lifting up individuals.

Adaptability

As we continue to learn more at MCS, as well as in the broader education community, we need to be adaptable and open to changing not only approaches to education, but also to changing our learning environments.

Innovation

We support team members to be creative and innovative as they develop learning opportunities to help all students find their passions and lead purposeful lives. We provide coaching and collaboration time for teachers to support one another.

Diversity

Diverse perspectives and ideas help us solve complex global and local challenges. We build from each other's strengths, and value multiple pathways for success.

Drive

We believe that all students can achieve at high levels and that it is our responsibility to ensure that they do. We are driven to relentlessly pursue more equitable outcomes for all kids, which means holistic support for students.

If you find purpose in your work and take responsibility for the high achievement of all of our students, no matter their background or situations, and if you want a community that supports you to be curious, creative, flexible and collaborative, you want to join the team at Marin's Community School.

Back to TOC

Salary:
Placement on Certificated Salary Schedule. Comprehensive benefit package includes medical, dental, vision, and life insurance.

Duties & Responsibilities:

- Plans and delivers integrated, project-based learning opportunities in close collaboration with core team; participates in coaching and feedback cycles to strengthen practice.
- Actively participates in weekly collaboration time with colleagues to assess progress of students, to create intervention plans when necessary, and to develop opportunities for all students to achieve their learning goals.
- Utilizes tools and technology to report progress in a competency-based assessment system and to develop student personal learning roadmaps.
- Works closely with the leaders and core team to analyze student data and to develop and implement strategies for all students to reach success.
- Communicates and maintains strong relationships with students, families, and colleagues.
- Maintains a culture of high achievement and growth mindset in the classroom.
- Develops a culture in the classroom and school that allows us all to hold high behavioral standards, supports social and emotional growth, and allows students to thrive.
- Works with team to implement school-wide structures and supports to monitor individual student's behavior and academic progress; to uphold health and safety standards; and to establish and maintain strong communication with home, school, and community partners.

Job Qualifications:

- Strong commitment to the mission and vision of the school, and a strong belief that all students can learn at high levels, given the right opportunities and resources.
- Experience and evidence of work to ensure the achievement of all students, particularly students in traditionally underserved groups.
- Ability to support and hold high standards for behavior in service of learning, including techniques to build social emotional skills, and classroom management techniques such as restorative and relational practices.
- Ability to work collaboratively to solve problems and create new ideas.
- Credential authorizing instruction in one or more core subject areas. Single-subject credential preferred.
- Authorization to work with English Learners (typical forms of EL authorization include those embedded within a credential, or stand-alone CLAD or SDAIE certification).
- Experience using project-based learning preferred.
- Experience using competency-based grading and blended instruction preferred.
- Bilingual Spanish/English preferred

To be considered, apply online at www.edjoin.org and submit the following documents:

- Three recent letters of recommendation
- Letter of interest
- Current resume

Selection Procedures:
The multilevel selection process may consist of an application screening process, reference checks, assessment activities, interviews and presentations. Those candidates with the most relevant and suitable background will be invited to participate in the process.

Final Filing Date: **Opened Until Filled.**

In compliance with the Immigration Control and Reform Act of 1986, the Marin County Office of Education requires all new employees to produce certain documents to verify their identity and right to work in the United States. Such documents may include, among others, U.S. Passport, Birth Certificate, Valid Driver's License, and Social Security Card.

The Marin County Office of Education prohibits discrimination against and/or harassment of employees and job applicants on the basis of actual or perceived race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, sex, or sexual orientation in any of its policies, procedures or practices in compliance with Title VI of the Civil Rights Act, Title VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, the California Fair Employment and Housing Act, and the Age Discrimination Act of 1975.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

F – PROTECT – What is Human Trafficking

Back to TOC

What is Human Trafficking?

According to the U.S. Department of State, "Modern slavery" and "human trafficking" are umbrella terms for the act of recruiting, harboring, transporting, providing, or obtaining a person for compelled labor or commercial sex acts through the use of force, fraud, or coercion.

Force: An act of violence or strong-arming through threats or physical harm.

Fraud: When someone says or does something intending to deceive them for financial gain.

Coercion: Is similar to force; but has implied consequences attached. Coercion is any type of threat intended to make a person believe that if they do not do as they are told, harm will come to them.

REMEMBER: In order for a human trafficking case to be proven in a court of law, the use of force, fraud or coercion must be proven unless the victim is a minor. ***If the victim is a minor, the use of force, fraud or coercion do not need to be proven for either type of trafficking because of the legal statutes in place that protect children who have been exploited.***

What Are the Identified Risk Factors for Exploitation?

- Child Welfare history*
- Cutting/self-harm
- Developmental delays
- Drug or substance use
- Entertainment and modeling profession (interest or participation)
- Gang affiliation*
- High number of moves in placement
- History of criminal record/arrest history/probation*
- History of pregnancy or childbirth
- Knows someone who has had sex for drugs, shelter, goods, or money
- Lack of permanency – no adult or mentor they trust in their life
- Lesbian, Gay, Bi-sexual, Transgender, Questioning, Queer, Intersex
- Low attendance/truancy
- Low self-esteem
- Migrant workers
- Multiple incidents of running away
- Poor school performance
- Suicidal thoughts
- Tattoos

*Generational history if applicable

What Do I Do If I Suspect Human Trafficking?

As a mandated reporter, you are required to report any suspected instances of child abuse and neglect, including sexual exploitation, to the Sacramento County Child Protective Services (CPS) or local law enforcement.

If you suspect that a minor is being exploited for sex or labor, or is at-risk of exploitation, it is important to maintain a trauma-informed approach. ***Instead of asking a question like, "What's wrong with you?" you could say, "What has happened to you?".***

UNDERSTANDING THE ROLE OF TRAUMA

The following information is provided by West Coast Children's Clinic as part of PROTECT's Human Trafficking 102 Training Module.

What is Trauma?

Trauma is:

- Deeply distressing or disturbing
- Real or perceived threat to life, body, or sanity
- Overwhelms ability to cope
- Outside the scope of "everyday human experiences"

What is Complex Trauma?

- Simultaneous or sequential child maltreatment:
  - Emotional abuse & neglect
  - Sexual or physical abuse
  - Domestic or community violence
- Early life
- Close family member/caregiver
- Systemic/Institutional traumas

Trauma-Informed Care is:

- Grounded in understanding trauma **impacts**
- Emphasizes **physical**, **psychological**, and **emotional safety** for **survivors and providers**
- **Strengths-based**
- Rebuild sense of **control and empowerment**
- Above all, **avoids re-traumatization**

"If I suspect that a student is experiencing exploitation, or is at-risk of exploitation, how do I engage with them?"

- Address basic needs
- Share power and control
- Remember trust is an ongoing process
- Be realistic
- Be attentive to signs of stress
- Give youth space and respect personal boundaries
- Speak in confidential settings
- Maintain non-judgmental stance
- Allow youth to feel heard, be ready to discuss trauma
- Use open-ended questions
- Avoid challenging questions
- Don't focus on inconsistencies
- Avoid clinical language
- Be honest, transparent, share information
- Ask permission before using interpreter

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Back to TOC

‘At-Risk’ for Commercial Exploitation of Children (CSEC)

The information on this page is only for youth that are receiving child welfare services

from ACL 16-85 Statewide P&Ps to Prevent Child Sex Trafficking, Sept. 30, 2016

A. Has a minimum of **one** of the following indicators:

- Child/youth exhibits behaviors or otherwise indicates that she/he is being controlled or groomed by another person;
- Child/youth spends time with people known to be involved in commercial sex;
- Child/youth’s use of internet, cell phone, or social media involves social or sexual behavior that is atypical or his/her age;

B. **OR** has a minimum of **two** of the following indicators:

- Child/youth has a history of running away, unstable housing, including multiple foster care placements, or periods of homelessness including couch surfing;
- Child/youth has had prior involvement with law enforcement or the juvenile justice system;
- Child/youth is frequently truant;
- Child/youth’s relationships are concerning, placing him/her at risk or in danger of exploitation;
- Child/youth has a history of substance abuse, specifically narcotics, opiates, crack/cocaine and amphetamines.

Recommended Protocol if At-Risk Factors are Present

STEP 1

If at-risk factors are present, submit a Suspected Child Abuse Report (SCAR) to your local County Child Welfare Services Department.

STEP 2

The school site administrator that oversees school safety should meet with the student to co-create an action plan to identify and address any school-related safety concerns.

STEP 3

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Set up regular contact with student, as well as monitor the action plan and the student's progress.

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Phoenix Academy Charter Renewal

Appendix

F – Marin County Office of Education Model Emergency Management Plan

Back to TOC

MARIN COUNTY SCHOOLS

MODEL

EMERGENCY MANAGEMENT PLAN

Mitigation ● Preparedness ● Response ● Recovery

Developed for Marin County Schools by:
MARIN COUNTY OFFICE OF EDUCATION

MARY JANE BURKE
Marin County Superintendent of Schools

Support provided through a grant for
READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
by the
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July 2013

Back to TOC

e•mer•gen•cy

An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome.

-- Webster's Ninth Collegiate Dictionary

FORWARD

In 1995, the Marin County Office of Education developed the School Emergency Disaster and Incident Preparedness Plan as a model for developing Marin County district and school contingency plans. The Model Plan was published on the Marin County Office of Education Emergency Services website <http://jade.marinschools.org/SafeSchools/Pages/Emergency-Services.aspx> for school districts to download and customize, as appropriate.

In 2003, the Marin County Office of Education received a grant from the U. S. Department of Education, Office of Safe and Drug Free Schools and the U.S. Department of Homeland Security to strengthen emergency preparedness in Marin Schools. This grant has provided funds for this update of the Model Emergency Management Plan. This guide may be modified and reproduced for individual school and district use.

The Marin County Office of Education would like to express its gratitude to the Marin County School/Law Enforcement Partnership, Marin Schools Emergency Preparedness Council, Marin County Office of Emergency Services and the Parents Disaster Advisory Council for their support and assistance with this project. The Marin County Office of Education also acknowledges the work of the following agencies, districts and schools which served as invaluable exemplars with resource materials, references, and best practices from which this revised Model School Emergency Management Plan has been adapted.

- American Red Cross
- California Governor's Office of Emergency Services
- Federal Emergency Management Agency (FEMA)
- Contra Costa County, *Model Emergency Plan for Schools*
- Fayette County Public Schools, *School-Centered Emergency Management and Recovery Guide*
- Kentucky Community Crisis Response Board, *School-Centered Emergency Management and Recovery Guide*
- Los Angeles Unified School District, *Model Safe School Plan*
- McGuire Associates, *Disability Evacuation Plan*
- Pittsburgh Public Schools*, Safe Schools Plan*
- San Francisco Unified School District*, District Emergency Management Plan*
- U.S. Department of Education, Office of Safe and Drug-Free Schools, *Practical Information on Crisis Planning: A Guide for Schools and Communities*

The MCOE Model Emergency Management Plan may be downloaded from the MCOE Emergency Services website at http://jade.marinschools.org/SafeSchools/Documents/EmergencyServices/MCOE2013EmerPlan.pdf

Comments and inquiries may be directed to the Marin County Office of Education, Emergency Services at 415/499-5866.

RECORD OF PLAN CHANGES

Recommended changes to this plan should be approved by the school principal and district superintendent.

CHANGE NO.	DATE ENTERED	DESCRIPTION OF UPDATE	BY
	July 2010	*Chapter II - Preparedness, aligned NIMS EOC and ICS organizational charts& details*	*MCOE*
	Aug 2010	*Appendix D – Revised NIMS/SEMS forms*	*MCOE*
	Aug 2010	*New – Emergency Annex for Students with Special Needs*	*MCOE*
	Aug 2010	*New – Emergency Annex for Food Defense*	*MCOE*
	Aug 2010	*Appendix H – Revised Glossary*	*MCOE*
	Apr 2013	*Appendix C – Revised Annual Emergency Preparedness Best Practices*	*MCOE*

PLAN DISTRIBUTION

VERSION	DATE	PROVIDED TO	POSTED ON WEBSITE

TABLE OF CONTENTS

INTRODUCTION TO EMERGENCY MANAGEMENT

A. **PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY** x
B. **HOW TO USE THIS PLAN** x
C. **FOUR PHASES OF EMERGENCY MANAGEMENT** xi
D. **LEVELS OF EMERGENCIES** xii
E. **PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES** xv
F. **AUTHORITIES AND REFERENCES** xiii

I - MITIGATION/PREVENTION

A. **REDUCING EXPOSURE TO RISKS AND HAZARDS** I-1
Facilities I-2
Security I-2
Threats I-2
School Environment I-3
B. **CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT** I-3
Composition of the Hazard Assessment Team I-4
Action Checklist I-4
Building and Classroom Hazard Hunt I-4
Hazard Mitigation Checklist I-5
Staff Skills Inventory for Emergency Management Planning I-5
Teacher Survey: Students Needing Special Assistance I-5
C. **VISITOR SCREENING POLICY** I-6
D. **VIOLENCE PREVENTION** I-6
Risk for Harm Assessment I-6
Prevention Programs and Strategies I-7

II - PREPAREDNESS

A. **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) NATIONAL INCIDENTMANAGEMENT SYSTEM (NIMS)** II-1
SEMS and NIMS Compared II-2
B. **EMERGENCY OPERATIONS CENTER: DISTRICT OFFICE** II-3
When to Activate II-3
EOC Organization II-4
EOC Roles and Responsibilities II-5
C. **INCIDENT COMMAND SYSTEM: SCHOOL SITE** II-7
Incident Command Organization II-8
ICS Roles and Responsibilities II-9
ICS Command Staff II-12
ICS General Staff II-18
ICS Section Units II-24
D. **COMMUNICATIONS** II-38
Common Terminology II-38
Communication Technology II-38
Communication Tools II-38

Communicating with Parents II-39
Handling Rumors II-40
Communicating with the Media II-41

E. **DRILLS AND TABLETOP EXERCISES** II-42
Conducting Drills II-42
Mandated Drills II-43
F. **STAFF PERSONAL PREPAREDNESS** II-44
Staff Release Plan II-44
G. **EMERGENCY SUPPLIES AND EQUIPMENT**. II-44
Storage Container II-45
H. **SAMPLE SCHOOL EMERGENCY PLANNING CALENDAR** II-46
J. **SCHOOLS AS SHELTERS** II-48

III - RESPONSE

A. **CALLING 911** III-1
B. **ACTIVATING THE EMERGENCY OPERATIONS CENTER** III-2
C. **SCHOOL PERSONNEL EMERGENCY CHECKLISTS** III-3
Principals' Emergency Checklist III-3
Office Staff Checklist III-3
Teachers' Checklist III-4
Instructional Assistants/Aides III-4
Custodians/Maintenance Personnel III-4
Bus Drivers III-4
Nurses/Health Assistants III-4
Other School Employees III-4
D. **EMERGENCY ACTIONS** III-5
- All Clear III-6
- Duck, Cover and Hold On III-7
- Evacuation III-8
- Lockdown III-10
- Shelter in Place III-11
- Stand By III-12
- Convert School III-13
- Directed Transportation III-14
- Off-site Evacuation III-16
- Reverse Evacuation III-17
- Student Release III-18
- Take Cover III-20

E. **EMERGENCY RESPONSES** (Alphabetical Index) III-21
Incidents of Violence on Campus III-22
- Accident at School III-23
- Aircraft Crash III-24
- Air Pollution Alert III-26
- Allergic Reaction III-27
- Animal Disturbance III-28
- Biological Agent Release III-29
- Bomb Threat III-31
- Bus Accident III-34
- Chemical Accident (offsite) III-36
- Chemical Accident (onsite) III-37
- Civil Disobedience III-39

- Criminal Act III-41
- Death of a Student III-42
- Death of a Staff Member III-43
- Dirty Bomb III-44
- Earthquake III-46
- Explosion III-48
- Fire (offsite) III-49
- Fire (onsite) III-50
- Flood III-51
- Gas Odor/Leak III-52
- Hazardous Materials III-53
- Hostage Situation III-54
- Intruder III-55
- Irrational Behavior III-56
- Kidnapping III-57
- Medical Emergency III-58
- Missing Student III-59
- Motor Vehicle Crash III-61
- Pandemic Influenza III-62
- Poisoning / Contamination III-63
- Public Demonstration III-64
- Sexual Assault III-65
- Shooting III-66
- Storm/Severe Weather III-68
- Student Riot III-70
- Suicide Attempt III-72
- Suspicious Package III-73
- Terrorist Attack/War III-74
- Threat Level Red III-75
- Threats/Assaults III-76
- Tsunami III-77
- Utility Failure III-79
- Weapon III-80

IV - RECOVERY

A. **RECOVERY ORGANIZATION** IV-1
B. **DOCUMENTING EMERGENCY OUTCOMES** IV-2
C. **GOVERNMENT ASSISTANCE AFTER AN EMERGENCY** IV-3
D. **GENERAL EMERGENCY RECOVERY CHECKLIST** IV-5
E. **RECOVERY STRATEGIES FOR EMERGENCIES/CRITICAL INCIDENTS** IV-6
The Day After: Workday Two of Emergency Management IV-6
Resumption of Classes ..... IV-6.
Long-Term Follow-up and Evaluation IV-7
Repairs and Restoration IV-7
F. **EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS** IV-7
Effects of Trauma on Children IV-8
Effects of Trauma on Adults IV-11
G. **WHEN SOMEONE DIES** IV-11
Five Phases of Response IV-12
Memorials IV-13
Suicide Response IV-14
H. **THE "NEW NORMAL"** IV-15

APPENDICES

A. **AUTHORITIES AND REFERENCES** A-1
Board Policy/Administrative Regulation A-2
California Administrative Code A-14
California Education Code A-15
California Penal Code A-20
B. **SAMPLE AGREEMENTS** B-1
Statement of Understanding for Community Use of a School Facility B-2
Agreement for Facility Use between County of Marin and School District B-5
C. **CHECKLISTS** C-1
Annual Emergency Review Checklist C-2
School Administrator's Emergency Planning Checklist C-3
School Safety/Hazard Assessment Checklist C-7
Classroom Safety/Hazard Checklist C-12
Evacuation Routes Hazard Checklist C-13
Drill/Exercise Planning Checklist C-14
Emergency Phone Numbers (Sample) C-15
E. NATIONAL INCIDENT MANAGEMENT SYSTEM / STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (NIMS/SEMS) D-1
District Emergency Operations Center: Roles and Responsibilities D-2
District Emergency Operations Center: Functional Reference Model D-3
District Emergency Operations Center: Template D-4
School Incident Command System: Roles and Responsibilities D-5
School Incident Command System: Functional Reference Model D-6
School Incident Command System: Template D-7
A1: EOC Staffing List D-8
A2: ICS Staffing List D-9
B1: Section Tasks D-10
B2: EOC Action Plan D-11
B3: Section Activity Log D-12
C1: Management Situation Report D-13
D1: Resource Request D-16
D2: Check-In/Check-Out D-17
D3: Message Form D-18
E1: Situation Status Report – Initial Assessment D-19
E2: Student Status Report – Initial Assessment D-20
E3: Staff Status Report – Initial Assessment D-21
F1: Situation Status Report – Update D-25
G1: Demobilization Checkout D-27
E. **FORMS** E-1
Staff Skills Survey for Emergency Management Planning E-2
Special Staff Skills and Equipment E-3
Emergency Drill Record E-4
Local Resources E-5
F. **SAMPLE MEMOS AND LETTERS** F-1
Tips for School Families –When to Miss School F-2
Parent Information Letter About Student Health F-3
Parent Information Letter Regarding Death of a Student F-4
Parent Information Letter Regarding Incident Update F-5

Memo to Staff about Special Needs Evacuation Plan F-6
G. **SUPPLIES AND EQUIPMENT** G-1
Classroom Backpack G-2
Classroom Lockdown Kit G-3
Student Release File Box G-3
Incident Command Center (ICC) Box G-4
Medical Supplies G-5
Light Search and Rescue Supplies G-7
Building Safety/Damage Assessment Supplies G-8
Traffic/Crowd Control G-9
School Bus/Auto Emergency Supplies G-9
School Shelter Supplies (Food/Water, etc.) G-10
Emergency Cache – Supplies Needed G-13
H. **GLOSSARY** H-1
Emergency Actions H-2
Acronyms H-3
Glossary H-4

INTRODUCTION TO EMERGENCY MANAGEMENT

Back to TOC

SCHOOL EMERGENCY MANAGEMENT PLAN

INTRODUCTION TO EMERGENCY MANAGEMENT

A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

California Education Code Section 35295 requires public and private schools to develop school disaster plans so that students and staff will act instinctively and correctly when a disaster strikes. This Model School Emergency Management Plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

Within this Model School Emergency Management Plan are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This document has been developed as a comprehensive resource for all districts, schools and child development centers to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting their site. This Model Plan may be adapted to the capabilities and special needs of each site.

A wave of school shootings in the 1990s and the horrific events of September 11, 2001 stunned the country and ushered in a new age of national emergency awareness. More than ever before, schools are faced with ongoing challenges for a much broader range of emergency situations. Districts and schools must have a comprehensive plan that outlines response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to campus violence and various types of terrorist threats.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery and evaluation, as may be required. **The Model School Emergency Management Plan describes actions and response protocols for crisis situations so districts and schools can quickly and adequately restore the school community to a safe and orderly learning environment.**

This Model School Emergency Management Plan has been prepared in compliance with legal requirements and in cooperation with the Marin County Office of Emergency Services, the Marin County Office of Education and the Marin Schools Emergency Preparedness Council and other members of the Marin County school community. In the event of a widespread emergency such as an earthquake, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance**. This plan assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

B. HOW TO USE THIS PLAN

The Model School Emergency Management Plan is designed as a comprehensive reference to assist schools in providing a safe learning environment. It incorporates best practices for handling

emergency situations that have been deployed by school districts elsewhere in the country. The emergency management teams and procedures outlined in this plan are consistent with California's Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS), both modeled after the Incident Command System (ICS). A copy of the Model School Emergency Management Plan may be downloaded at the Marin County Office of Education Emergency Services website at http://mcoeweb.marin.k12.ca.us/EmerPrep/

Using the procedures, actions and sample forms provided herein, districts and schools are encouraged to create a site-based Emergency Management Plan that meets the individual resources and circumstances of each school and reflects its unique characteristics and needs. Every plan should include:

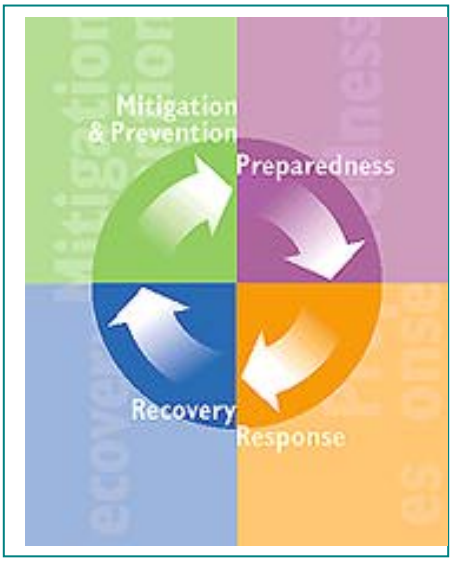
- a designated chain of command;
- specific roles for team members;
- specific procedures to implement in the event of an emergency.

The district should identify local community agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). Next, a district support team, in partnership with community agencies, should review the contents of this School Emergency Management Plan and adapt text and emergency protocols to fit individual site circumstances. The district support team should also update local district and community agency phone numbers and assist schools in sharing this important safety information annually with all faculty, staff, students and parents.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive on campus and review all changes with local public safety agencies. Keep multiple copies of the plan in accessible locations. Ensure that team leaders have a copy of the plan at home. Each school district will need to determine how best to conduct the training and implementation process in individual schools. Larger districts may need a well-coordinated and systematic way to conduct training to better prepare school-based teams to adapt the district plan to individual site needs. While most schools are adept at practicing techniques such as fire and earthquake drills, many have not rehearsed responses to events such as chemical release, intruders on campus or emergencies that require lockdown or reverse evacuation.

C. FOUR PHASES OF EMERGENCY MANAGEMENT

This Model School Emergency Management Plan is presented in four main sections which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below and applied in detail in the respective sections of the plan.



- **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.

- **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency

Back to TOC

response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

- **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. The **APPENDICES** contain supplemental emergency information including cross-jurisdictional agreements, checklists, forms, sample letters and other supporting documentation. The action checklists and forms can be duplicated as templates or they can be incorporated directly into existing plans. The forms should be adapted or augmented to fit the school mission, staffing, location and other unique circumstances.

D. LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

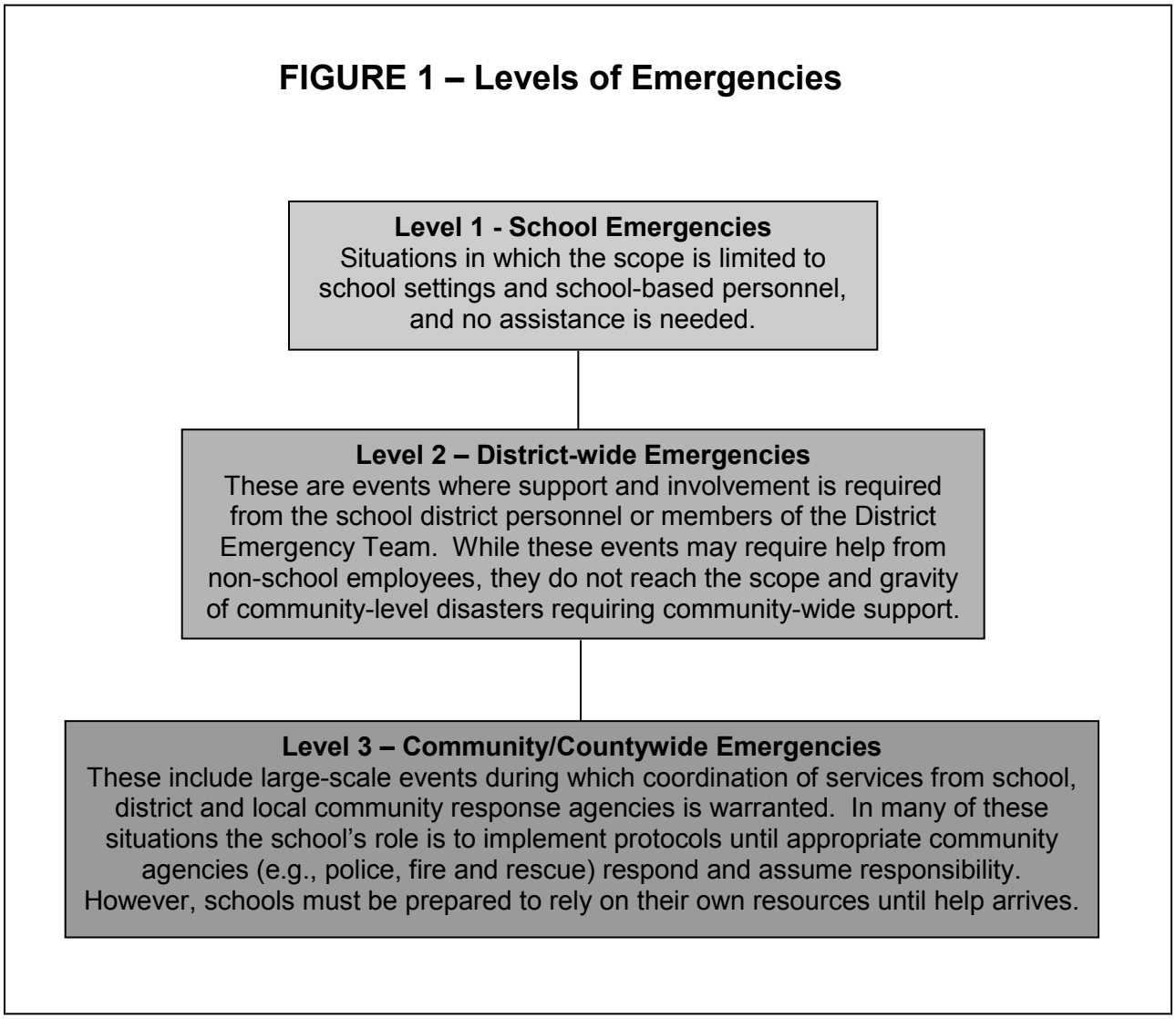
- **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.

- **Level Two (District Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.

- **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

FIGURE 1 illustrates the three levels of emergencies.

FIGURE 1 – Levels of Emergencies



HOMELAND SECURITY LEVELS OF EMERGENCIES

In March 2002, the White House issued Homeland Security Directive-3, which established five threat conditions for possible terrorist attack:

Green	=	**Low**
Blue	=	**Guarded**
Yellow	=	**Elevated**
Orange	=	**High**
Red	=	**Severe**

The American Red Cross developed a complementary set of general explanations and guidelines for preparedness activities for each level, which have been adapted for use by the Marin County Office of Education in Figure 2, on the following page.

FIGURE 2 – Homeland Security Advisory System

American Red Cross

Together, we can save a life

Homeland Security Advisory System
Recommendations for Schools

Level of Risk	Recommended Action
SEVERE *(Red)*	• *Complete all recommended actions at lower levels.* • Listen to radio and TV for current information and instructions. • Be alert and immediately report suspicious activity to proper authorities. • Close school if recommended to do so by appropriate authorities. • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. • Ensure School Site Crisis Team members are available for students, staff and faculty.
HIGH *(Orange)*	• *Complete all recommended actions at lower levels.* • Be alert and report suspicious activity to proper authorities. • Review emergency procedures and supplies. • Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team. • Prepare to handle inquiries from anxious parents and media.
ELEVATED *(Yellow)*	• *Complete all recommended actions at lower levels.* • Be alert and report suspicious activity to proper authorities. • Ensure all emergency supplies are stocked and ready. • Distribute copies of *Terrorism: Preparing for the Unexpected* to students, staff and parents.
GUARDED *(Blue)*	• *Complete all recommended actions at lower level.* • Be alert and report suspicious activity to proper authorities. • Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. • Review communications plan and update emergency contact information. • Review emergency supplies and supplement as necessary.
LOW *(Green)*	• Develop school emergency plans per District Bulletins • Offer American Red Cross "Masters of Disaster" curriculum for grades K-8 on emergency preparedness for natural disasters. • Ensure selected staff members are trained on first aid, CPR and AED.

References: ***American National Red Cross –http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf***

E. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan will be:

- **DEVELOPED** by a team of school administrators and staff, working with first responders in the local jurisdiction;
- **INITIATED** by the principal or designee when conditions exist which warrant its execution;
- **IMPLEMENTED** by all staff, who will remain at school in the capacity of "Disaster Service Workers" and perform those duties as assigned until released by the principal. See California Government Code §3100.
- **REVIEWED** at least annually.

Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually. New personnel will be assigned to vacated command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- **Incident Command System:** The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- **School Emergency Management Plan:** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.
- **School Emergency Teams:** Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an emergency.
- **Communication:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.
- **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

- **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.

- **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

  California Government Code §3100 declares that public employees are "Disaster Service Workers", subject to activities as may be assigned to them by their superiors or by law. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made. The law has two ramifications:

  a) Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Service Workers until they are released by the principal or superintendent.

  b) In those cases, their Workers' Compensation Coverage becomes the responsibility of state government (Office of Emergency Services). Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

  Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- **Training:** Training is important on at least three levels:
  - General awareness training for all staff;
  - First Aid, CPR and School Emergency Response Training (SERT) for all staff;
  - Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.

- **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

- **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

F. AUTHORITIES AND REFERENCES

The following are the state authorizations and mandates upon which this emergency preparedness plan is based:

California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 3, Article 2, § 560 - mandates that School Boards adopt a policy for use by district schools in formulating individual civil defense and disaster preparedness plans.

California Code of Regulations, Title 19 and California Government Code, § 8607-8607.2 - specifies that the Standardized Emergency Management System, which includes the major structure of the Incident Command System, will be implemented and used in handling disaster/crisis situations.

California Education Code, Title 2, Division 3, Part 21, Chapter 2, Article 10.5, § 35295 - 35297 - requires School Boards to "*establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom*."

APPENDIX A provides the significant legislation and the Marin County Office of Education's adopted Board Policies and Administrative Regulations. A sample community shelter agreement with the American Red Cross is also included, along with a sample agreement for use of a school site as a facility for mass vaccinations and a disaster field hospital.

#

I – MITIGATION/PREVENTION

Back to TOC

SECTION I – MITIGATION/PREVENTION

Mitigation . . . encourages long-term reduction of hazard vulnerability.

-- FEMA, 2002

A. REDUCING EXPOSURE TO HAZARDS AND RISKS

MITIGATION is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of MITIGATION is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and "risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations. **Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability**. Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: deterministic and probabilistic. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.

- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:

- **FACILITIES -** window seals, HVAC systems, building structure
- **SECURITY** - functioning locks, controlled access to the school
- **THREATS** - probability of natural disasters or accidents
- **SCHOOL ENVIRONMENT** - social climate on campus

Resources include: existing safety plans, security and safety-related district policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns.

FACILITIES - Structural and non-structural measures can mitigate the effects of natural hazard incidents.

- STRUCTURAL MITIGATION includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. California's frequency of earthquake activity has resulted in sophisticated seismic building codes for all buildings and special inspection requirements, enforced by the state, for school buildings. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.

- NON-STRUCTURAL MITIGATION measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

SECURITY - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time. A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.

THREATS - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, earthquakes and flooding.

- FIRE - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant

assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

- EARTHQUAKE - A simple seismic evaluation that focuses specifically on schools is rapid visual screening. This method is intended as an initial step in identifying hazardous buildings and their deficiencies. It is most useful for large school districts by providing an economical preliminary evaluation of the seismic risks, thereby reducing the number of buildings that require a more detailed evaluation by a structural engineer. The visual survey of a building can be completed in less than 30 minutes and can be accomplished from the street without benefit of entry into a building. However, hazardous details may not be visible, and seismically dangerous structures may not be identified as such. Nonstructural interior components are not evaluated.

- FLOODING - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

SCHOOL ENVIRONMENT - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication and students and between students and staff. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency. A Sample MOU between a school district and a local fire department is included among the Sample Agreements in **APPENDIX B**.

B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards

assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

COMPOSITION OF THE HAZARD ASSESSMENT TEAM: The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official or Civil/Structural Engineer

OPTIONAL:

- Teacher
- Social Worker or Counselor
- Student
- Parent

⇨ Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.

ACTION CHECKLIST: Prior to conducting a hazard assessment/school safety audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- ❑ Determine what crisis plans exist in the district, school, and community.
- ❑ Identify all stakeholders involved in crisis planning.
- ❑ Gather information about the school facility, such as maps and the location of utility shutoffs.
- ❑ Connect with community emergency responders to identify local hazards.
- ❑ Review the prior safety audit to examine school buildings and grounds.
- ❑ Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- ❑ Develop procedures for communicating with staff, students, families, and the media.
- ❑ Establish procedures to account for students during a crisis.
- ❑ Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

BUILDING AND CLASSROOM HAZARD HUNT: The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist, included **in APPENDIX C**.

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- Classrooms
- Corridors
- Laboratory/Shop
- Offices
- Bathrooms
- Boiler Room
- Kitchen/Cafeteria
- Teacher's Lounge

- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Computer Lab
- Parking Lot
- Outside structures and Fencing
- Gymnasium

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wildland fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.

HAZARD MITIGATION CHECKLIST: The School Safety/Hazard Assessment Checklist included in **APPENDIX C** describes specific areas and conditions for hazard inspection. Indicate the names of those conducting the inspection and the inspection date in the spaces provided at the bottom of each form. Complete each section of the checklist. For problem areas, briefly describe the situation and actions requested to correct or remove the identified hazard, if possible to do so.

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster, a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:
A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms **in APPENDIX E**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- CB Radio/Ham Radio Experience
- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency

TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:
At the beginning of each semester, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered. Preparedness for students needing special assistance is addressed in more detail in **Section II, PREPAREDNESS**

C. VISITOR SCREENING POLICY

A visitor-screening policy (described later in this section) should be developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor screening policy.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

D. VIOLENCE PREVENTION

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior. One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and ithe district office**.** Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

RISK FOR HARM ASSESSMENT

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors

are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

- **Low/No Risk for Harm**
  Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

- **Minor Risk for Harm**
  A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, "teasing" taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

- **Moderate Risk for Harm**
  A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

- **High Risk for Harm**
  A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

- **Imminent Risk for Harm**
  A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- SCHOOL-MANAGEMENT-BASED - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.

- ♦ EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.

- ♦ ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- Alternative programs or schools
- Closed campus for lunch
- Closed-circuit television
- Collaboration with other agencies
- Conflict resolution/peer mediation
- Dress code
- Drug-detecting dogs
- Establishing safe havens for students
- Expulsion
- Gun-free school zones
- Home-school linkages
- Law-related education programs
- Locker searches
- Mentoring programs
- Metal detectors
- Mediation training
- Multicultural sensitivity training Parent skill training
- School board policy
- Search and seizure
- Security personnel in schools
- Specialized curriculum
- Staff development
- Student conduct/discipline code
- Student photo identification system
- Support groups
- Suspension
- Telephones in classrooms
- Volunteer parent patrols
- Work opportunities

There is no one-size-fits-all solution. To reduce school violence schools must innovate, try multiple approaches, conduct proper evaluations and make the information available to parents to enhance both parental options and accountability.

#

II – PREPAREDNESS

Back to TOC

SECTION II – PREPAREDNESS

The time to fix the roof is when the sun is shining.

-- John Fitzgerald Kennedy

PREPAREDNESS focuses on the steps that can be taken to plan for various emergency scenarios. Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

A. STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The Standardized Emergency Management System (SEMS), California law since 1994, and the National Incident Management System (NIMS), federally implemented beginning Fiscal Year 2007, are designed to centralize and coordinate emergency response through the use of standardized terminology and processes. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

SEMS and NIMS establish the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the SEMS/NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts to receive STATE reimbursement following a disaster. A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

The following table compares SEMS and NIMS.

SEMS Standardized Emergency Management System	NIMS National Incident Management System
A standardized approach to emergency management in California, using several key concepts: ▪ A management tool called the Incident Command System (ICS); ▪ Mutual aid systems in which similar organizations assist each other in emergencies; and ▪ Multiple agency coordination under which diverse organizations work together and communicate with each other.	A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to: • Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity. • Use an ALL-HAZARDS approach. • Improve coordination and cooperation between public and private entities.
WHY USE SEMS? • To qualify to receive State reimbursement • To improve coordination between response agencies • To coordinate flow of information and resources • To improve mobilization, use and tracking of resources	**WHY USE NIMS?** • To qualify to receive Federal reimbursement • To provide a coordinated response • To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.
ELEMENTS OF SEMS **Key Components:** • **I**CS is a primary component • Multi-Inter-Agency Coordination • Master Mutual Aid System • Operational Areas **FIVE levels:** • State Level • Regional Level (Coastal Region) • Op Area Level (County) • School District Level (or Cities) • School Site Level **Key Functions:** • **MANAGEMENT/COMMAND** • **OPERATIONS** • **PLANNING/INTELLIGENCE** • **LOGISTICS** • **FINANCE/ADMINISTRATION**	**ELEMENTS OF NIMS** **Key Components:** • Command and Management • Preparedness • Resource Management • Communications and Information Management • Supporting Technologies • Ongoing Management/Maintenance **Key Organizational Structures**: • ICS - Incident Command System • Multi-Agency Coordination System • Public Information Systems **Key Functions:** • **MANAGEMENT/COMMAND** • **OPERATIONS** • **PLANNING/INTELLIGENCE** • **LOGISTICS** • **FINANCE/ADMINISTRATION**

B. EMERGENCY OPERATIONS CENTER: District Office

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with the County Office of Education and the county Operational Area Emergency Operations Center, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety; b) property safety; c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

EOC Director. The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

EOC Staff. The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected schools sites, not to provide "hands on" assistance to the various sites that are dealing with actual field activities.

WHEN TO ACTIVATE THE EOC

- Emergency of such magnitude that resources are required beyond individual school site capacity
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats
- Activation is advantageous to the successful management of an emergency.

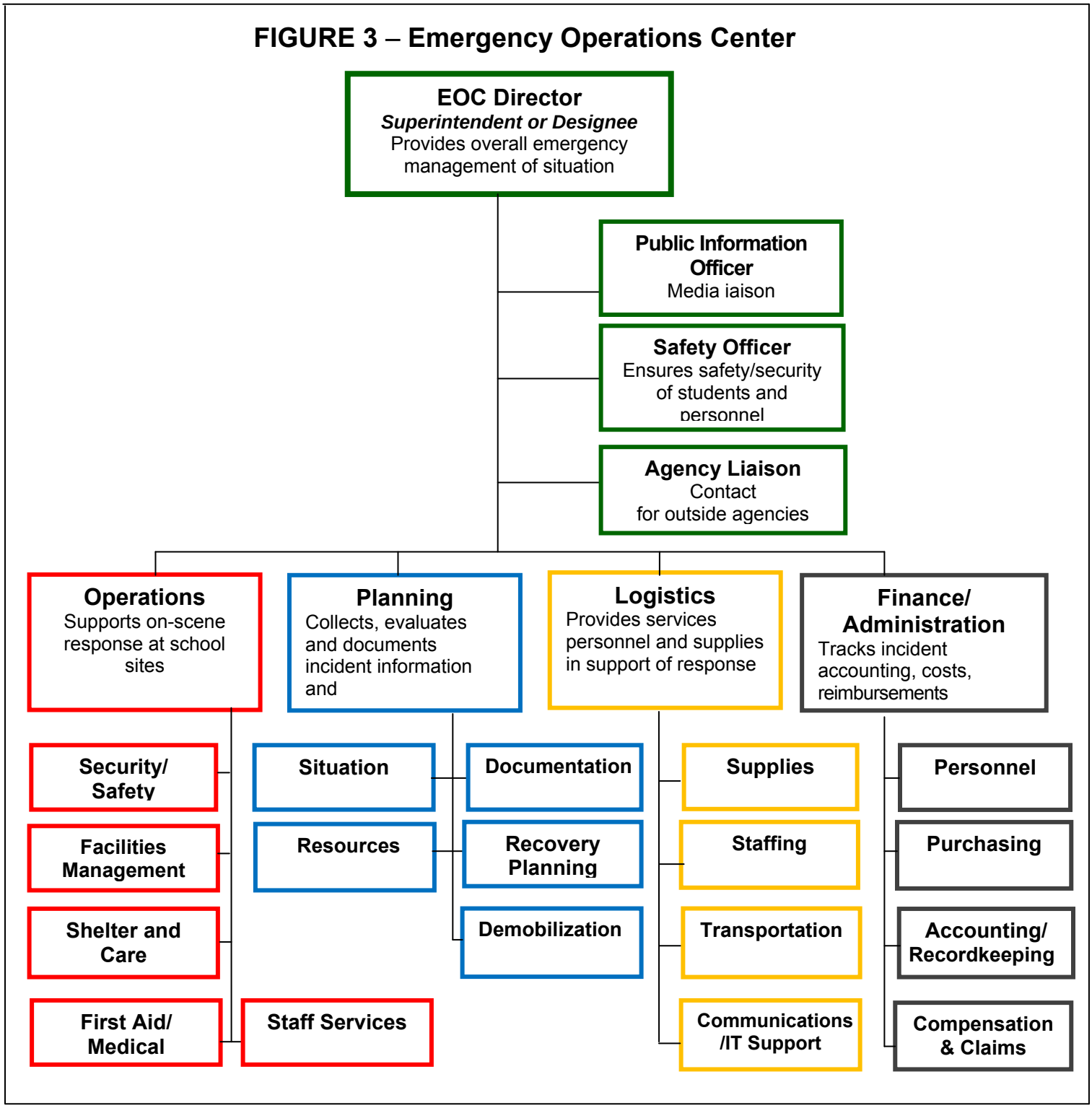
DISTRICT SUPPORT TEAM

The District Support Team's role is to support a school when the need exceeds the school's resources to handle a situation:

- PROVIDE guidance regarding questions that may arise;
- DIRECT additional support personnel, as needed;
- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

Figure 3 presents a simplified Emergency Operations Center for School Districts, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 3 – Emergency Operations Center



EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
Management: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Marin County Office of Education.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders.
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities.
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
First Aid/Medical	Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
Planning: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration: Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

EOC SECTION TOOLBOXES

Assemble and update annually a "toolbox" for the EOC Director and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- ❑ NIMS EOC Pocket Guide
- ❑ EOC organizational assignments: staffing list
- ❑ Wall map of schools and roads within school district
- ❑ Marin County Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Action Flipchart
- ❑ Superintendents' Telephone Tree
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Colored vests to identify section chiefs
- ❑ Lanyards with ID information for all EOC staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

C. INCIDENT COMMAND SYSTEM: School Site

The Incident Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge: c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

The ICS is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, Finance/Administration.

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Finance/ Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Figure 4 presents a simplified Incident Command Post (ICP) Organizational Chart for Schools, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 4 – Incident Command Organization

INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onside counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
Planning: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
Logistics: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

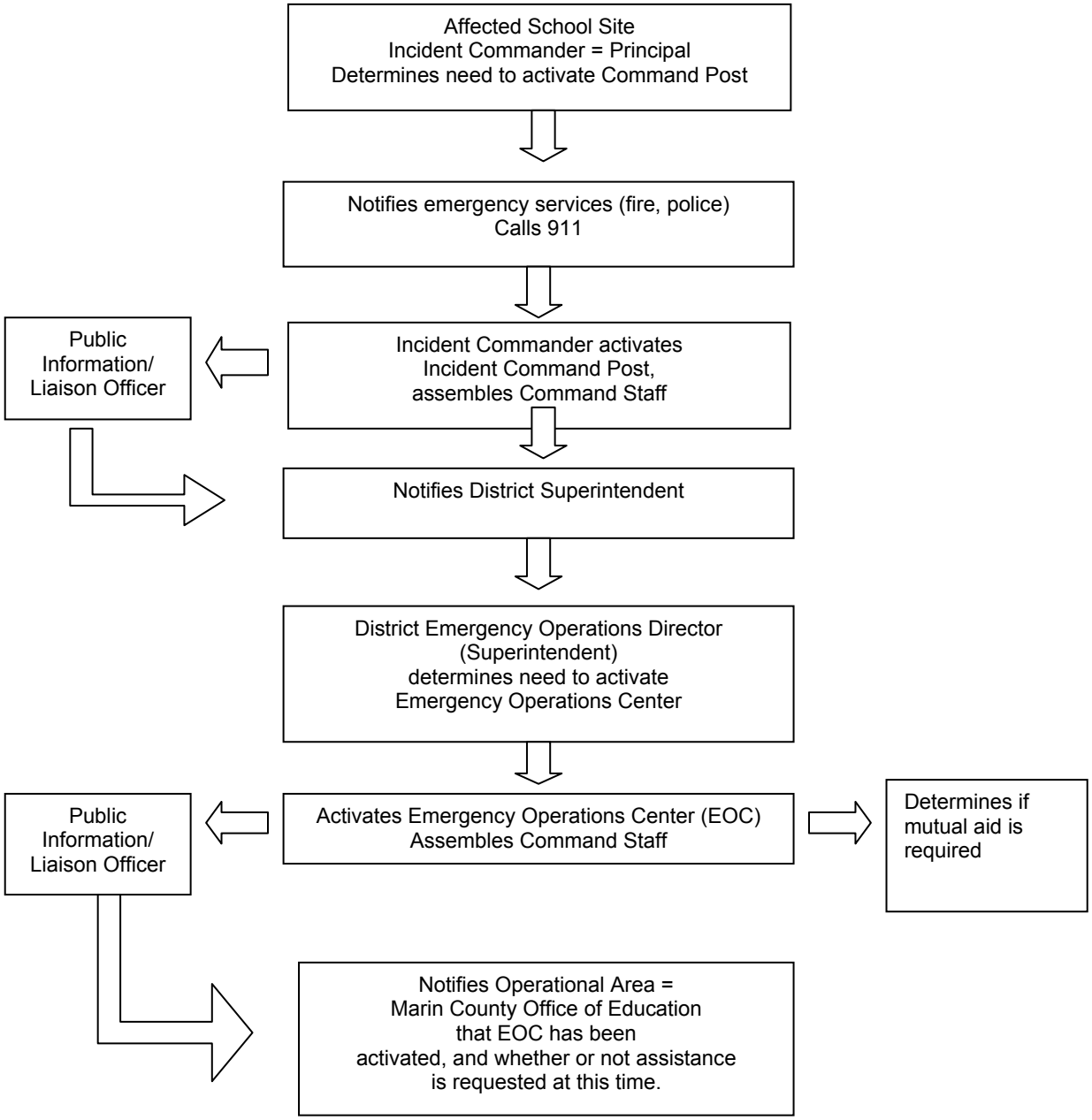
ICS SECTION TOOLBOXES

Assemble and update annually a "toolbox" for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked). Specialized equipment and supplies (e.g. SERT Manual, face masks, etc.) should be stored with the emergency cache trailer.

Suggested items to include for most ICS toolboxes:

- ❑ District/School Emergency Management Plan
- ❑ ICS organizational assignments: staffing list
- ❑ Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- ❑ Blueprints of school buildings, including utilities
- ❑ Map of local streets with evacuation route marked
- ❑ Marin County Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Action Flipchart
- ❑ Student directory (including emergency contacts for parents)
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Orange vests and hard hats to identify key personnel
- ❑ Lanyards with ID information for all ICS staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for School Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

SCHOOL INCIDENT RESPONSE FLOW CHART



INCIDENT COMMAND SYSTEM INCIDENT COMMANDER

The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Public Information Officer, the Safety Coordinator and an Agency Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- ❑ Assess the scene
- ❑ Ensure the safety of students, staff and others on campus
- ❑ Activate and manage the ICP
- ❑ Develop strategies for appropriate response
- ❑ Coordinate response efforts
- ❑ Monitor action plan and organizational effectiveness
- ❑ Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- ❑ Assess type and scope of emergency
- ❑ Determine threat to human life and structures
- ❑ Activate the appropriate emergency action
- ❑ If evacuation is necessary, verify that the route and assembly area are safe:
    - Direct the opening of the emergency cache
    - Set up the ICP
    - Obtain personal safety equipment
- ❑ Establish appropriate level of organization
- ❑ Activate organizational functions as needed
- ❑ Contact the District Office
- ❑ Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- ❑ Determine the need for and request inter-agency assistance
- ❑ Monitor and assess the total site situation
    - View site map periodically for response team progress
    - Check with section chiefs for periodic updates
- ❑ Revise Incident Action Plan, as needed
- ❑ Update status to District EOC or District Office
- ❑ Reassign personnel as needed
- ❑ Begin student release, if appropriate, after student accounting is complete.
- ❑ Refer media inquiries to District Office or PIO.
- ❑ If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:

- situation status
- objectives and priorities
- current organization and personnel assignments
- resources en route and/or ordered
- facilities established
- communications plan
- prognosis, concerns, related issues

- ❑ Release teachers as appropriate per district guidelines.
- ❑ Remain in charge of campus until redirected or released by the Superintendent of Schools.
- ❑ Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- ❑ Receive briefing from public safety agency to obtain "All Clear".
- ❑ Contact the District Office to obtain authorization for deactivation.
- ❑ Authorize deactivation of response teams as they are no longer required.
- ❑ Check with section chiefs to ensure that any open actions will be taken care of before demobilization
  - Logistics: Ensure the return of all equipment and reusable supplies
  - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- ❑ Provide input to the After-Action Report
- ❑ Proclaim termination of the emergency.
- ❑ Proceed with recovery operations, if necessary

Command Post Equipment/ Supplies

- AM/FM radio (battery)
- Bullhorn
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Master keys
- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs (if CP is outdoors)
- Two-way radios
- Vests, safety gear, ID badges
- School Profile or School Accountability Report Card (SARC)
- Forms: See Appendix D for Sample School NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

INCIDENT COMMAND SYSTEM PUBLIC INFORMATION

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer is a member of the Incident Command Staff. Media queries should be referred to the PIO. **If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.** Only one Public Information Officer will be assigned for each incident.

Responsibilities: The Public Information Officer (PIO) acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

Start-Up Actions

- ❑ Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ❑ Identify yourself as the "PIO" (vest, visor, sign, etc.).
- ❑ Consult with District PIO to coordinate information release.
- ❑ Assess situation and obtain statement from Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

- ❑ Keep up-to-date on the situation.
- ❑ Issue/read statements approved by the Incident Commander that reflect:
    - Reassurance — "Everything is going to be OK";
    - Incident cause and time of origin; size and scope of the incident;
    - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
    - Resources in use;
    - Best routes to school, if known and appropriate;
    - Any information school wishes to be released to the public.
- ❑ Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ❑ Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- ❑ Update information periodically with Incident Commander.
- ❑ Ensure key announcements are translated into other languages as needed.
- ❑ Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down

- ❑ At the Incident Commander's direction, release PIO staff no longer needed.
- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Provide logs and other relevant incident documents to the Documentation Unit.

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **BE AVAILABLE** for press inquiry.
- **RE-STATE** the nature of the incident; its cause and time of origin.
- **DESCRIBE** the size and scope of the incident.
- **REPORT ON** the ***current*** situation.
- **SPEAK ABOUT** the resources being utilized in response activities.
- **REASSURE** the public that everything possible is being done.
- **DO NOT RELEASE** students' names.
- **BE TRUTHFUL,** but consider the emotional impact the information could have upon listeners.
- **AVOID** speculation; do not talk "off the record".
- **DO NOT USE** the phrase "no comment".
- **SET UP** press times for updates.
- **CONTROL** media location.

Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- School Staff Directory
- Hard hat
- Paper/pencils/marking pens
- Scissors
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request

INCIDENT COMMAND SYSTEM AGENCY LIAISON

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional.

Responsibilities: The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Determine personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g. vest or ID tag.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- ❑ Maintain a list of assisting and cooperating agencies.
- ❑ Keep agencies supporting incident aware of incident status and priorities.
- ❑ Monitor incident operations to identify current or potential inter-organizational problems.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/ Supplies

- ▪ ID Vest
- ▪ Two-way radio, if available
- ▪ School Staff Directory
- ▪ Copies of vendor contracts
- ▪ List of local emergency contacts and resources
- ▪ Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- • Hard hat
- • Clipboard, paper, pens

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on personal safety equipment; i.e., hard hat, vest)
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

Operational Duties

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify hazardous situations associated with the incident.
- ❑ Initiate appropriate mitigation measures.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Investigate accidents that have occurred within the incident area.
- ❑ Anticipate situation changes, such as severe aftershocks, in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down

- ❑ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens
- SERT Manual
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- Hard hat
- Two-way radio

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Supervision and Release
- Light Fire Suppression
- First Aid and Crisis Intervention

Start-up Actions

- ❑ Check in with Incident Commander or Command Post for situation briefing.
- ❑ Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Identify an assistant, as needed.
- ❑ Be proactive. Anticipate needs.

Operational Duties

- ❑ Assume the duties of all operations positions until staff is available and assigned.
- ❑ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ❑ Check with IC to assure Emergency Plan is implemented.
- ❑ Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- ❑ Notify Logistics If additional supplies or personnel are needed for the Operations Section, As additional staff arrive, brief them on the situation, and assign them as needed.
- ❑ As information is received from Operations staff, pass it on to the Incident Commander, providing description of tasks and priorities.
- ❑ Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- ❑ Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- ❑ Schedule breaks and reassign Operations staff within the section as needed.

Closing Down

- ❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by IC, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Hard hat, gloves, if needed
- Two-way radio
- Campus map
- Forms:
  - A1: Staffing List
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial
  - F1: Situation Status Report Update

Responsibilities: Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- ❑ Maintain accurate records and site map.
- ❑ Provide ongoing analysis of situation and resource status.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.

Operational Duties

- ❑ Assume the duties of all Planning positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Assist Incident Commander in writing Incident Action Plans.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Archive all incident records.
- ❑ Verify that closing tasks of all Planning positions have been accomplished.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ▪ Vest
- ▪ Clipboard, paper, pens, dry erase pens
- ▪ File box(es) and folders
- ▪ Large site map of campus, laminated
- ▪ Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

- Hard hat
- Two-way radio
- Clipboard

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies and equipment.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

INCIDENT COMMAND SYSTEM FINANCE/ADMINISTRATION

Responsibilities: Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Clipboard
- File folders

ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

Staff: Per California Government Code §3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff may be required to remain at school to assist in an emergency situation.

Staff members may be assigned as teams to assist section leaders in units of the ICS. Assigned teams shall receive training appropriate to their ICS role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an ICS team whenever necessary.

TEACHERS: Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to Planning.
- Assume designated ICS role.
- Send students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. **School staff should be trained and certified in First Aid and CPR.**

INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Assume designated ICS role. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge according to established emergency protocols.
- Render crisis intervention, if necessary.
- Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with Operations.
- Assist as directed by Operations.

SCHOOL NURSES/HEALTH ASSISTANTS:

- Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

- Assume designated ICS role.
- Survey and report building damage to Operations.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Operations Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

- Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- Restrict access to foodservice operations to authorized personnel.
- Assist as directed by Operations.

BUS DRIVERS:

- Supervise the care of children if disaster occurs while children are in bus.
- Transfer students to new location when directed.
- Assist custodian in damage control.
- Transport individuals in need of medical attention.

OTHER STAFF:

- Report to principal for directions.

Objectives: Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- Put on personal safety gear.
- Obtain all necessary equipment from container (see below).
- Check at Command Post (ICP) for assignment.
- Put batteries in flashlight.

Operational Duties

- Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.

ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.

EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

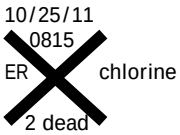
LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase

BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE:



- Report by radio to Incident Command Post when room or area has cleared (example: "*Room A-123 is clear*"). To diminish radio clutter, consider reporting room clusters as clear.
- Follow directions from Operations/Incident Command Post
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies

- ID Vest
- Work and latex gloves
- First aid backpack
- Clipboard with job description and map
- Fire extinguisher
- Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors.
- Hard hat
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

*** Remember**: If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- Set up First Aid Station if directed by Operations Chief.
- Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- Check with Medical Team Leader for assignment.

Operational Duties

- Admit injured students/staff to First Aid Station, listing name on master log.
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

First Aid Stations

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care -** For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

Closing Down

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:

See Emergency Supplies Inventory **in APPENDIX G**.

Personnel: To be assigned by the Operations Chief or may be handled through District staff.

Start-Up Actions

- ❑ Check with Operations Chief for direction.
- ❑ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area; keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

Operational Duties - After pronouncement or determination of death:

- ❑ Confirm that the person is actually dead.
- ❑ Do not move the body until directed by Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- ❑ As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the Coroner.
- ❑ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- ❑ Write the following information on two tags.
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit of Planning.

Equipment/ Supplies

- ID Vest
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape
- Tags
- Pens/Pencils
- Plastic trash bags
- Duct tape

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
  - Verify that the assembly area and routes to it are safe.
  - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
  - Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed or refer to First Aid Station
- ❑ Support the Student Release process by releasing students with appropriate paperwork.
- ❑ When necessary, provide water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the Public Information Officer or Command Post.
- ❑ Make arrangements to provide shelter for students and staff.

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- ID Vest
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting
  - Student Injury Forms
- School 2-way radio
- Ground cover, tarps

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Personnel: School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms from Logistics or emergency container.
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the ICS or EOC Public Information Officer. Do not spread rumors!

Procedures

- ❑ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box. .
- ❑ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student an check that Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark student with sticker or “X” on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don’t argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

<u>If student is with class in the Assembly Area:</u>

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, “Sent with Runner.”
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to release personnel.
- ❑ Release staff match student to requester, verify proof of identification

If student is not with the class:

- Teacher makes appropriate notation on Student Log.
- "Absent" if student was not in school that day.
- "First Aid" if student is at First Aid Station.
- "Missing" if student was in school but now cannot be located.
- Runner takes Student Log to Planning/ICP.
- Planning verifies student location if known and directs runner accordingly.
- Parent should be notified of missing student status and escorted to Crisis Counselor.
- If student is in First Aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by a staff member.

Closing Down

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies - See Emergency Supplies (Student Release File Box inventory) in **APPENDIX G.**

- ID Vest
- Small clipboards for Parent Request forms
- Student Emergency Contact Cards
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes
- Model Marin Schools Student Release Guide
- Signs marked Request Table and Release Table
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms:
  - Student Release Form (copies for every student)

PLANNING SITUATION

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the ICS or EOC Public Information Officer.

Situation Analysis

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the Incident Commander to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
  - D1: Section Activity Log
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

PLANNING DOCUMENTATION

Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier..
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Records

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.)**
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to Incident Commander.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ▪ ID Vest
- ▪ 2-way radio paper, pens
- ▪ Forms:
  - Emergency Time/Situation Report
  - Sample log
  - Student Accounting Form
- • Clipboards
- • File box(es)

Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.

Operational Duties

- ❑ Deploy personnel as requested by the Incident Commander.
- ❑ Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

Equipment/Supplies

- ID Vest
- Clipboards with Volunteer Sign-in sheets
- 2-way radio
- Paper, Pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Forms:
  - Inventory of emergency supplies on campus
  - List of registered disaster volunteers

LOGISTICS SUPPLIES/FACILITIES

Objectives: Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, sanitation set-up and debris removal.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on safety vest or position identifier.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Set up the Incident Command Post.

Operational Duties

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- ID Vest
- Clipboard
- 2-way radio
- Paper, pens
- Cargo container or other storage facility and all emergency Supplies stored on campus
- Forms:
  - Inventory of emergency supplies on campus

Objective: Maintenance of accurate and complete records of staff hours.

Start-Up Actions:

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/ Supplies

- ▪ ID Vest
- ▪ Paper, pens
- ▪ Forms:
  - Staff Duty Log
- • Clipboards

Objective: Maintain accurate and complete records of purchases. Most purchases are made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Action

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.
- ❑ Maintain vendor contracts and agreements.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/Supplies

- ▪ ID Vest
- ▪ Paper, Pens
- ▪ Stapler
- ▪ Forms
- • Clipboard
- • Post-Its
- • Calculator

D. COMMUNICATIONS

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the superintendent to disseminate information to the public.

As a part of the countywide Marin Schools Emergency Radio Network, the principal or designee will:

- Notify the district office of the school's status/needs. The district office will notify The Marin County Office of Education of the status of all district schools.
- Designate staff member(s) to monitor all communications

COMMON TERMINOLOGY

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

COMMUNICATION TOOLS

Standard telephone – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

Intercom systems – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.

Bullhorns and megaphones – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

Computers – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

Fax machines – Possible uses include an off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, forms, and authorizations can be faxed and returned in emergencies.

Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Telephone Tree – A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated. This helps to retain the authenticity

COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.
- Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety.* They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- ❑ Do not embellish or speculate. Explain what happened; focus on facts.
- ❑ Describe how the school and school district are handling the situation.
- ❑ Provide information regarding possible reactions of their child and ways to talk with them.
- ❑ Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- ❑ Inform parents and students when and where school will resume.
- ❑ Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

HANDLING RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

COMMUNICATING WITH THE MEDIA

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- ❑ Direct media representatives to one area (on or off campus) where briefings can take place.
- ❑ Instruct all staff to refer all information and questions to the Public Information Officer or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- ❑ Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- ❑ Advise students of the school's student media policy.
- ❑ Take initiative with news media and let them know what is or is not known about the situation.
- ❑ Emphasize school's/district's good record.
- ❑ Speak to reporters in plain English.
- ❑ If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- ❑ If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- ❑ When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- ❑ Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- ❑ Regularly update District Office on situation.
- ❑ Delay releasing information until facts are verified and the school's position is clear.
- ❑ Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- ❑ Express appreciation to all persons who helped handle the emergency.

- Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.
- Always provide a phone number to call for additional or updated information.

E. DRILLS AND TABLETOP EXERCISES

CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

1) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
   - An informal discussion of simulated emergencies
   - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)

2) **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
   - An informal discussion of simulated emergencies
   - No time pressures
   - Low stress
   - Useful for evaluating plans and procedures
   - Helpful to resolve questions of coordination and responsibility

3) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
   - Focuses on policies, procedures, roles and responsibilities
   - More stressful and realistic simulation of real life situations
   - Usually takes place in “real time”
   - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
   - School’s Emergency Management Team is activated.

4) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
   - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an Emergency Operations Center (EOC)

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises No recent crises New plan New procedure New staff leadership New facility Newly Identified threat New assisting local agency	Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and manpower capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine manpower contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures School accreditation Test seldom used resources 'Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and manpower allocation Media attention Equipment capabilities Interagency operations and relations

MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted on a monthly basis.
- An earthquake "Drop, Cover and Hold" drill will be held each quarter for elementary schools and once each semester for secondary schools. (EC 35297)
- Test earthquake plan, or portions thereof, on a rotating basis, at least two times during the school year. (Section 560, Title V, California Administrative Code)
- All students and staff will participate in these mandated drills.
- A district-wide drill/simulation is recommended yearly.

F. STAFF PERSONAL PREPAREDNESS

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- have the confidence that they have prepared their families to deal with emergencies in their absence
- know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

G. EMERGENCY SUPPLIES AND EQUIPMENT

APPENDIX G contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Box
- Medical Supplies
- Light Search and Rescue Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies
- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

STORAGE CONTAINER

Purpose. The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

Site Selection. The location of the storage container should be carefully selected to provide stable, safe and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

Storage Structure. A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls, and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

Security. The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

Organization. Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.

Maintenance. Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door

mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

Replacement Supplies. Attach a clipboard to maintain a wish list and missing, needed or replacement supplies**. APPENDIX G** includes a form to record this information. Space and budgetary limitations and the need for strict organization require that particular care be given in the purchase and placement of new and returned items in the container.

H. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves "institutionalizing" the planning, i.e., engaging in certain activities year after year. These annual activities include:

- assessing site hazards
- scheduling drills
- arranging for staff training
- updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
PRINCIPAL or DESIGNEE	o School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves)	August
	o Review School Emergency Management Plan	
	o Update School Emergency Team Assignments	August
	o Staff Skills Survey for new teachers	August
	o New assignments as needed	August
	o Staff orientation of School Emergency Management Plan	August August
	o Plan annual training schedule	
	o Update resource agreements and contacts	August
	o Parent Back to School Assembly	September
	o *Fire Drill*	September
	o Staff meeting: Review winter storm and flooding preparedness	September October
	o *Earthquake Drill*	
	o CPR/ First Aid training w/ Fire Department	October
	o *Fire Drill*	November
	o Staff development emergency training	November
	o *Shelter-in-Place Drill*	January
	o *Earthquake Drill*	January
	o Earthquake Drill planning with Fire Department/Public Safety	February March
	o Earthquake drill planning with staff	
	o *Fire Drill*	March
	o Table top exercise	March
	o *Countywide/District Drill*	April
	o Review drill assessment	April May
SECRETARY	o Update classroom backpacks (rosters, etc.)	September
	o Distribute emergency cards/ student release procedures to families	September
MAINTENANCE DIRECTOR	o Conduct facility hazard assessment	August
	o Check fire extinguishers, batteries	August
	o Review equipment needs	September
	o Update school maps and site plans	September
TEACHERS	o Staff Orientation of School Emergency Management Plan	August
	o CPR/ First Aid training w/ Fire Department	November
	o Staff development emergency training	January
PTA DISASTER COORDINATOR	o Recruit Parent Disaster Committee	September
	o Family preparedness materials to parents	September
	o Replenish emergency supply cache and classroom duffles	Sept – Oct Quarterly
	o Attend Parent Disaster Advisory Council Meetings	Monthly
	o Preparedness tips in PTA Newsletter	April
	o Recruit Parent Disaster Committee	

I. SCHOOLS AS SHELTERS

SHORT-TERM SHELTER. A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

Shelter considerations:

- ❑ Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- ❑ Maintain a list of all persons, including staff, in the shelter.
- ❑ Place nametags on all students.
- ❑ Report problems and any special needs, especially medical needs, to the Shelter Manager.
- ❑ Store laundered clothing in limited quantities for shelter use.
  - Children wearing bloodied clothing should be changed immediately.
  - Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
  - If it is raining, distribute plastic bags to use for protection.
- ❑ Recruit volunteers to assist with storytelling, entertainment and recreation.
- ❑ As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- ❑ As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- ❑ Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

COMMUNITY SHELTER. Schools are required by both federal statute and state regulation to be available for community shelters following a disaster. The American Red Cross has access to schools in damaged areas through mutual Memoranda of Understanding to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross or local government representatives, and should be planned and arranged for in advance. A Sample Shelter Agreement with the American Red Cross is included in **APPENDIX B.**

In order to minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

III – RESPONSE

Back to TOC

SECTION III - RESPONSE

One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.

-- Arnold H. Glasow

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident and your calling phone #.
- State your emergency
- Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- Answer all questions completely.
- Remain on the line as long as Dispatcher instructs you to do so.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.

- Provide your name, location of the incident and your location, if different from the scene of the emergency.

  Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.

- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by California Highway Patrol (CHP) personnel and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

B. ACTIVATING THE EMERGENCY OPERATIONS CENTER

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation. If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

Examples of situations that could benefit from activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus accident involving student injuries
- Large event hosted on campus (graduation, large concert, large sporting event, etc.)

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset, and expand or contract it as the event progresses.

C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

PRINCIPAL/SITE ADMINISTRATOR

- ❑ Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- ❑ Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- ❑ Identify key staff who should be involved in planning the response.
- ❑ Activate the Incident Command System and, if appropriate, the Incident Command Post.
- ❑ Establish contact with the district Emergency Operations Center (EOC).
- ❑ Ascertain what action needs to be implemented. Secure the school building, if necessary.
- ❑ Maintain communication among all relevant staff at officially designated locations.
- ❑ Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- ❑ Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- ❑ Decide if more equipment and supplies are needed.
- ❑ Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- ❑ Identify provisions required for special needs population.
- ❑ Determine whether special transportation arrangements are needed.
- ❑ Prepare informational letter for parents/guardians to squelch rumors.
- ❑ Arrange for post-disaster trauma counseling for students and staff.
- ❑ Identify follow-up activities that will be used to evaluate response.

OFFICE STAFF

- ❑ Provide assistance to principal, as needed.
- ❑ Handle telephones.
- ❑ Monitor radio emergency broadcasts and communications.
- ❑ Assist with health emergencies, as needed.
- ❑ Set up Student Release tables, if needed.
- ❑ Serve as messengers.

TEACHERS

- Supervise students in their charge.
- Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- Take attendance when class relocates to another assembly area.
- Report missing students to principal.
- Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

- Assist teacher, as needed.
- Maintain order in classroom and during evacuation**.**

CUSTODIANS/MAINTENANCE PERSONNEL

- Shut off gas and/or water if required by the emergency.
- Seal off doors, shut down HVAC system if required by the emergency.
- Examine buildings for damage; provide damage control.
- Keep principal/site administrator informed of condition of school.
- Assist as directed by the principal.

BUS DRIVERS

- Supervise the care of children if disaster occurs while they are in bus.
- Transfer students to a new location when directed.
- Transport individuals in need of medical attention.

NURSES/HEALTH ASSISTANTS

- Administer First Aid.
- Supervise administration of First Aid by those trained in it.
- Organize First Aid and medical supplies.
- Set up First Aid station, if needed.

OTHER SCHOOL EMPLOYEES

- Report to principal/site administrator for directions.

D. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

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, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. 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.

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	**DROP/DUCK/COVER AND HOLD ON** The action taken during an earthquake to protect students and staff from flying and falling debris.
EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	**LOCKDOWN** Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a “no one in, no one out” scenario.
SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	**STAND BY** Notifies students and staff that further instructions will follow shortly.
SPECIALIZED EMERGENCY ACTIONS	
CONVERT SCHOOL Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross)	**DIRECTED TRANSPORTATION** Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.
OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.	**REVERSE EVACUATION** Initiated if an incident occurs while students are outside and conditions are safer inside the building.
STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day.	**TAKE COVER** Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

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 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
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

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 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 of staff and students in 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:

- Make the announcement. 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 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:

- Make an announcement on the public address system. 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 STAND-BY

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:	"**Attention please. (**Pause) **STAND BY. (**Pause) **STAND BY. (**Pause**) STAND BY. (**Pause**) Additional information will follow."**

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

EMERGENCY ACTION CONVERT SCHOOL

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:

During School Hours

1. Make the following announcement in person directly or over the public address system:

Example:	"**Attention please.** (Pause) **CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL.** (Pause) **Thank you**."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

During School Hours

- Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- Alert school employees through the School Personnel Alerting System.
- Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
- Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

EMERGENCY ACTION DIRECTED TRANSPORTATION

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example:	"**Attention please.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **Thank you**."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- ❑ Who is assigned to each loading area? _____
- ❑ Where are loading areas? _____
- ❑ What, if any, change in vehicle traffic patterns are necessary? _____

  _____
- ❑ What staff supervises this ACTION, and where? _____
- ❑ How can sufficient transportation be arranged to accommodate the entire student population and staff? _____

TEACHER ACTIONS:

- ❑ Take attendance before leaving the campus.
- ❑ Upon arrival at the safe site, take attendance again after students exit the bus.
- ❑ Report attendance to the Principal/designee.
- ❑ Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- ❑ Take the safest route to the pre-identified evacuation sites.
- ❑ Avoid dangers such as driving though flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- Remain quiet and seated while on the bus.
- Keep head, hands, backpacks, *etc*. away from the open windows.
- Stay together at the alternate site. Remain calm.
- Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- Drivers should take the safest route to the pre-identified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.

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
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

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 ACTION REVERSE EVACUATION

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example:	"**Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom**."

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to 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 return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

EMERGENCY ACTION STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ❑ Set up Incident Command Post (ICP).
- ❑ Notify staff of school evacuation and communicate that this is not a drill.
- ❑ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ❑ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ❑ Reassess as situation changes. Reassign emergency teams as needed.
- ❑ Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- ❑ Evacuate students to designated area, with students grouped as determined by district or school site.
- ❑ Take roll by distributing pre-labeled nametags to each student.
- ❑ Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
  A = Absent
  M = Medical; students taken to the First Aid station
  U = Missing/Unaccounted
- ❑ Send undistributed nametags to the Student Request Table.
- ❑ Organize students. Monitor students' medical and emotional condition.
- ❑ Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.

- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

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.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Give clear instructions, remain calm and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- ❑ 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.

E. 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 III-23
- Aircraft Crash III-24
- Air Pollution Alert III-26
- Allergic Reaction III-27
- Animal Disturbance III-28
- Biological Agent Release III-29
- Bomb Threat III-31
- Bus Accident III-34
- Chemical Accident (offsite) III-36
- Chemical Accident (onsite) III-37
- Civil Disobedience III-38
- Criminal Act III-40
- Death of a Student III-41
- Death of a Staff Member III-42
- Dirty Bomb III-43
- Earthquake III-45
- Explosion III-47
- Fire (offsite) III-48
- Fire (onsite) III-49
- Flood III-50
- Gas Odor/Leak III-51
- Hazardous Materials III-52
- Hostage Situation III-53
- Intruder III-54
- Irrational Behavior III-55
- Kidnapping III-56
- Medical Emergency III-57
- Missing Student III-58
- Motor Vehicle Crash III-60
- Pandemic Influenza III-60
- Poisoning / Contamination III-62
- Public Demonstration III-63
- Sexual Assault III-64
- Shooting III-65
- Storm/Severe Weather III-67
- Student Riot III-68
- Suicide Attempt III-69
- Suspicious Package III-70
- Terrorist Attack/War III-71
- Threat Level Red III-72
- Threats/Assaults III-73
- Tsunami III-74
- Utility Failure III-76
- Weapon III-77

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- Gather the facts
- Ensure appropriate intervention to minimize additional injury
- Provide first aid where necessary
- Ensure the safety and welfare of students and staff
- Set up an Emergency Operations Center, if appropriate
- Contact the District Office to report the critical incident
- Assess the need for support and counseling for those directly and indirectly involved
- Manage the media (Public Information Officer/Principal)
- Set up a recovery room
- Provide factual information to staff, students and the school community
- Ensure that the privacy of students and staff is maintained
- Organize assistance such as transport home

WITHIN 48-72 HOURS

- Debrief all relevant persons
- Arrange counseling as needed
- Provide opportunities for staff and students to talk about the incident
- Continue to provide updates to staff, students and the school community.
- Act to dispel rumors
- Restore normal functioning and service delivery as soon as possible
- Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- Maintain school contact with hospitalized students and staff

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.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes 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.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.

- Remain inside with students unless subsequent explosions or fire endanger the building.

\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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 (Firs 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

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 a **LOCKDOWN**.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
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- _____
- _____

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 **REVERSE EVACUATION**).
- 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.
- Notify District Superintendent of the situation.
- 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.
- Notify District Superintendent of the situation.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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 ADMINISTATOR 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ **DATE** _____ **TIME** _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* _____
2. *Where has it been placed?* _____
3. *What does it look like?* _____
4. *Why are you doing this?* _____
5. *Who are you?* _____

Words used by caller: _____

_____

Description of caller: ☐ Male ☐ Female ☐ Adult ☐ Juvenile

Estimate age of caller: _____ **Other notes:** _____

Voice characteristics: ☐ Loud ☐ Soft ☐ Deep ☐ High Pitched
☐ Raspy ☐ Pleasant ☐ Intoxicated ☐ Nasal
Other _____

Speech: ☐ Rapid ☐ Slow ☐ Disguised ☐ Normal
☐ Laughing ☐ Slurred ☐ Lisp ☐ Stutter
Other _____

Manner: ☐ Calm ☐ Angry ☐ Irrational ☐ Excited
☐ Coherent ☐ Incoherent ☐ Deliberate ☐ Crying
☐ Emotional ☐ Righteous ☐ Laughing ☐ Foul

Language: ☐ Excellent ☐ Good ☐ Fair ☐ Poor
Use of certain phrases: _____

Accent: ☐ Local ☐ Foreign ☐ Regional
Other _____

Background Noises: ☐ Airplane ☐ Animals ☐ Industrial Machines
☐ Static ☐ Motors ☐ Office Machines
☐ Quiet ☐ Music ☐ Party Scene
☐ Street Traffic ☐ Trains ☐ PA System
☐ TV ☐ Voices ☐ Other _____

EMERGENCY RESPONSE BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, base don the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.

- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____
- _____
- _____

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.
- Notify District Superintendent of school status and 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

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.
- Notify District Superintendent of school status and location of alternate 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE CRIMINAL ACT

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police (dial 911).
- Identify all parties involved (if possible). Identify witnesses, if any.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- Care for the victim. Provide any medical attention needed.
- Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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 affect 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

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.
- Notify District Superintendent of the situation.
- 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.
- Notify District Superintendent of the situation.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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.
- Advise the District Superintendent of school status.
- 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** and **DIRECTED TRANSPORTATION** by bus.
- 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 fire fighting 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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** by **DIRECTED TRANSPORTATION**.
- 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 fire fighting 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 **DIRECTED TRANSPORTATION** 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.

BUS DRIVER ACTIONS:

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

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 **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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

- 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.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
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- _____
- _____

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**.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Verify information with the source of the abduction report.
- ☐ Contact law enforcement (call 911) for assistance.
- ☐ 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).
- ☐ 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 voice mail) 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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.
- 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 voice mail) 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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EMERGENCY RESPONSE 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, OFF-SITE EVACUATION** or **DIRECTED 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.
- Notify District Superintendent.

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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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

ADDITIONAL STEPS FOR THE SCHOOL:

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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.
- Notify District Superintendent of situation and number of students and staff affected.
- 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

ADDITIONAL STEPS FOR THE SCHOOL:

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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

ADDITIONAL STEPS FOR THE SCHOOL:

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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** 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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
  - Is the shooter in the school?
  - Has shooter been identified?
  - Has the weapon been found and/or secured?
- Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
  - Name of suspect(s)
  - Location of shooting
  - Number and identification of casualties and injured
  - Current location of the shooter(s)
- Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

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 law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____
- _____
- _____

EMERGENCY RESPONSE STORM / 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.
- Call 911 if immediate threat exists to the safety of the student or others.
- 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

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

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 as place of shelter.

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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

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.
- 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.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

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.

ADDITIONAL STEPS FOR THE SCHOOL:

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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.
- ☐ Notify District Office of loss of service.
- ☐ 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: _____

EMERGENCY RESPONSE WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
  - Name of student with weapon.
  - Location of witness when weapon was seen.
  - What did the student do with the weapon after it was displayed?
  - What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.

- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students and their families during next few days to squelch rumors.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____
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- _____

#

IV – RECOVERY

Back to TOC

SECTION IV – RECOVERY ORGANIZATION

Act well at the moment, and you will have performed a good action for all eternity.

--John Caspar Lavater

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

Immediate (short-term) support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

Ongoing (long-term) recovery refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

A. RECOVERY ORGANIZATION

Recovery actions follow the same five SEMS/NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by SEMS/NIMS function:

Management

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery—staff and students.

Operations

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry.
- ARRANGE for repairs.

Planning/Intelligence

- DOCUMENT SEMS compliance for use in applying for disaster relief. See forms in **APPENDIX D** and refer to the Federal Emergency Management Agency website at FEMA.GOV and the California Office of Emergency Services at OES.CA.GOV.
- WRITE recovery after-action reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

Logistics

- PROVIDE recovery-related supplies and replenish disaster cache at each site
- COORDINATE availability of personnel, equipment and vehicles needed for recovery efforts

Administration/Finance

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time as Disaster Service Worker; assure continuity of payroll.

B. DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ PERFORM impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ❑ DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- ❑ PROVIDE detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ❑ ARRANGE for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.

- ❑ APPRISE the Marin County Office of Education of recovery status.

The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for teachers/students after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- DEVELOP alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- CREATE a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

C. GOVERNMENT ASSISTANCE AFTER A DISASTER

The following are recovery programs typically available after a disaster. Not all programs may be applicable to or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant.

- **LOCAL EMERGENCY PROCLAMATION REQUIRED**
  Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the Governor's Office of Emergency Services to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **GOVERNOR'S STATE OF EMERGENCY PROCLAMATION REQUIRED**
  Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

  The California Office of Emergency Services at ((916) 845-8100 or http://www.oes.ca.gov and FEMA at 800-621-FEMA or online at http://www.fema.gov/assistance/register.shtm should be contacted for appropriate updated forms to use for disaster recovery documentation and requests.

- **PRESIDENTIAL EMERGENCY DECLARATION REQUIRED**
  Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of

$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

- **PRESIDENTIAL MAJOR DISASTER DECLARATION REQUIRED**
  Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 93-288) – PL 93-288 and amendments make federal funds available to K-12 schools, colleges and universities when the President declares a major disaster. Under PL 93-288, the President is authorized to:

  - Direct Federal agencies to provide assistance essential to meeting immediate threats to life and property resulting from a major disaster including search and rescue, emergency medical care, emergency mass care, debris removal, demolition of unsafe structures which endanger the public and provision of temporary facilities for schools;.
  - Direct any Federal agency to provide resources (personnel, equipment, supplies, facilities, and managerial, technical, and advisory services) in support of state and local assistance efforts;
  - Assist state and local governments in the distribution of medicine, food, and other consumable supplies, and emergency assistance;
  - Contribute up to 75 percent of the cost of hazard mitigation measures which substantially reduce the risk of future damage, hardship, loss, or suffering in any area affected by a major disaster;
  - Make grants to states, upon their request, for the development of plans and programs for disaster preparedness and prevention. Specific amounts and percentages vary with disaster and are negotiated between the federal and state governments at the time of the disaster.
  - Provide temporary public transportation service in an area affected by a major disaster to meet emergency needs and to provide transportation to governmental offices, schools, major employment centers, and other places to enable the community to resume its activities as soon possible.
  - Ensure that all appropriate Federal agencies are prepared to issue warnings of disasters to state and local officials.

  PL 93-288 constitutes the statutory authority for most Federal disaster response activities especially as they pertain to the Federal Emergency Management Agency (FEMA). FEMA manages federal response and recovery efforts following any national incident. FEMA provides grants to states and local governments to implement long-term hazard mitigation measures after a major disaster declaration, provides assistance to alleviate suffering and hardship resulting from major disasters or emergencies declared by the President and works with state and local emergency. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program. FEMA became part of the U.S. Department of Homeland Security on March 1, 2003.

Note: For disaster assistance, private K-12 schools must first make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

D. General Emergency Recovery Checklist

Recovery activities (such as the restoration of the physical spaces and psychological first aid) are of tremendous value in helping people come to terms with a crisis.

- ❑ DOCUMENT activities.
- ❑ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ❑ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ❑ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ❑ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ❑ RESTORE the physical facility.
- ❑ REQUEST assistance as needed from local public safety agencies and providers.
- ❑ IDENTIFY what follow up interventions are available to students and staff.
    - Conduct debriefings with staff; support their concerns and emotions.
    - Provide classroom assistance, if needed.
    - Outline schedule for the day; modify day's schedule if needed.
    - Identify resources available to teachers and students.
    - Provide access to these support resources.
- ❑ COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ❑ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ❑ CONTROL rumors, provide regular updates of information to various groups.
- ❑ DEVELOP a long term recovery plan.
- ❑ CONSIDER curricular activities that address the crisis.
- ❑ ALLOCATE appropriate time for recovery.
- ❑ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ❑ PLAN how anniversaries of events will be commemorated.

E. RECOVERY STRATEGIES FOR EMERGENCIES/CRITICAL INCIDENTS

The following information may be useful in the days and weeks after an emergency.

THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

- ❑ Convene a District Crisis Response Team to assist with debriefing.
  - Assess system-wide support needs, and develop planned intervention strategies;
  - Schedule and provide student, family and staff Critical Incident Stress Management services;
  - Discuss successes and problems;
  - Discuss things to do differently next time.
- ❑ Convene the staff to provide updates on additional information and procedures.
- ❑ Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
  - Coordinate counseling opportunities for students;
  - Announce ongoing support for students with place, time, and staff facilitator;
  - Provide parents with a list of community resources available to students and their families.
- ❑ In case of death, provide funeral/visitation information.
- ❑ Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

RESUMPTION OF CLASSES

- ❑ **Re-entry into the facility**. The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
  - survey the school after a disaster;
  - report findings to the principal/site administrator; and
  - ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**

- ❑ **Relocation**. In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

LONG-TERM FOLLOW-UP AND EVALUATION

- Write thank-you notes to people who provided support during the emergency.
- Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
- Amend emergency management protocols, if needed.

REPAIRS AND RESTORATION

- **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- **Post-Disaster Mitigation**. To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS

Post Traumatic Stress: A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

Retraumatization: Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can "retraumatize" a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional

support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people/things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

Needs medical evaluation--contact a physician.

EFFECTS OF TRAUMA ON CHILDREN

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"

- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Tips for Teachers to Help Distressed Children

Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- ❑ COPE with personal feelings of helplessness, fear or anger. This is an essential first step to being able to effectively help the children.
- ❑ LEARN to recognize the signs and symptoms of distress and post traumatic stress reactions.
- ❑ IDENTIFY children who may need crisis intervention and referral to mental health professionals or other helpers.
- ❑ PUT the emergency or critical incident in context; provide a perspective.
- ❑ COMMUNICATE a positive not helpless attitude.
- ❑ OFFER to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- ❑ TALK about personal feelings and listen to those of the child.
- ❑ TALK with the students about the event or the anniversary of the event, as a class activity.
- ❑ ENCOURAGE older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- ❑ Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include *London Bridge* and *Duck, Duck Goose*.
- ❑ INVITE the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- ❑ INVOLVE the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
- ❑ COORDINATE information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- ❑ RESPOND to the children in a direct, supportive, and consistent manner.

Classroom Activities Following A Tragic Event

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are "open-ended," which means that they cannot be answered by a simple

"Yes" or "No". Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of expression: some kids draw recognizable "things", others draw "abstracts". Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The student is the best source for what's going on behind the drawing. Ask him or her about it.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language, but allow students who many not want to participate the "right to pass".

When to refer students for additional assistance

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;
- Students who are withdrawn or appear depressed;

- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

EFFECTS OF TRAUMA ON ADULTS

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- ❑ Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- ❑ Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- ❑ Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- ❑ Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

G. WHEN SOMEONE DIES

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and

reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

(1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure. This process should conclude with quiet, reflective time.

1. **Introductory Phase**
   - Introduce team members or helpers to discuss why they have been assembled and what is hoped to accomplish.
   - Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. **Fact Phase**
   - Provide all known relevant facts about the death/incident.
   - Confirm the student's understanding of what happened
   - Ask if anyone has or wants additional information about the death/incident
   - Ask how they learned about it.
   - Ask where were they when they first heard about it.
   - Ask if anyone is missing from the meeting who needs to attend. Determine who are they concerned about.

3. **Feeling Phase (include everyone in the discussion)**
   - Ask what were their first thoughts when they heard about the death/incident.
   - Ask how they are feeling now.
   - Ask students to tell the class about the individual(s) who died.
   - Ask for some memories of him/her/them.
   - Ask how do the students think he/she/they would like to be remembered.

4. **Reaction/Teaching Phase**
   - Explore the physical, emotional and cognitive stress reactions of the group members
   - Ask what are some things students usually do when they are really upset or down?
   - Take this opportunity to teach a little about the grief process, if appropriate.
   - Talk about effective coping techniques.
   - Determine if each student has someone else to talk to.

5. **Closure Phase**
   - Provide information about memorial service/funeral if available
   - Support creative activities such as writing cards, taking a collection.
   - Encourage students to support one another,
   - Remind them that it may take a long time before they will feel settled and explain that is normal
   - Encourage them to talk with someone in their family about their sadness

Support long-term healing by charting a course that offers support and anticipates the needs of victims and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families and the school.

Support memorials and donations by creating meaningful, inclusive and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

Manage benchmark dates—Anticipate and prepare for anniversaries and benchmark dates and establish clear parameters for media coverage.

Handle physical reminders carefully—Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the input feelings of the victims and their families.

Prepare the class—The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy such as the death of a friend or family member prior to his/her return to the class.

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member.
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assist the student—Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- Allow the student to leave class if upset and where the student can go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students, provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- Don't expect the student to snap back into the "old self".
- If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

Memorials. When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that would be appropriate for the person who has died.

- Check with family members to see what kind of memorial they would prefer.
- Memorials should focus on the life lived, rather than on the death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as "We'll miss you".
- Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- There are many other ways to support family and friends of the deceased. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

Suicide Response. A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

- Acknowledge the suicide as a tragic loss of life.
- Allow students to attend funeral services and to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.
- Provide counseling support for students profoundly affected by the death.
- Celebrate the life of this student as you would any student who has died, but do not organize school assemblies to honor the deceased student.
- Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty.
- Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the "apparent" cause of death.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats. Traumatic events can trigger extreme feelings of helplessness and hopelessness long after the initial trauma occurs. These feelings may also lead to thoughts of suicide or suicide attempts. Sometimes a new trauma will leave a survivor or family member with the feeling that they can't handle the tragedy as well as they think people expect them to. In order to prevent further tragedies, students

considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

H. THE "NEW NORMAL"

Victims of a crisis experience a real need to return to normal. However, "normal" as they once experienced it is forever gone and changed. For many, the recognition that such a "normal" is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a "New Normal" to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former "normal." For students and staff alike, the sooner this is recognized, the better.

Special thanks to everyone involved in these emergency management planning efforts.

Together we can, and will,
make our schools safer places for our children.

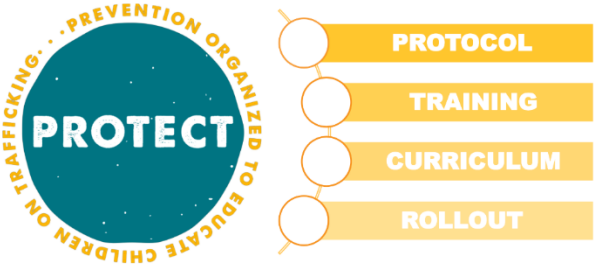
Phoenix Academy Charter Renewal

Appendix

F – PROTECT Program Overview and Legislation

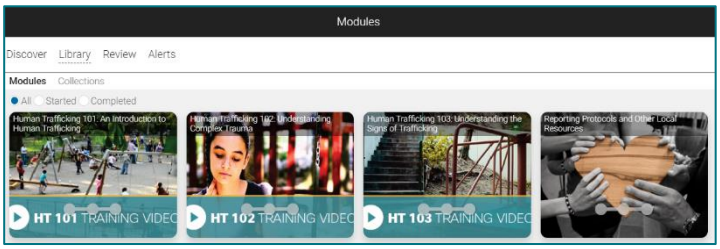
Back to TOC

PROTECT is a human trafficking prevention education and training program that was developed in 2015 through a coalition of three nonprofits, in partnership with the Office of the Attorney General for the State of California, the California Department of Education, and the Institute for Social Research at Sacramento State University.



What does it include?

- PROTOCOL RESOURCES: If your district doesn't have a response protocol, there are developed templates and materials for you to access.
- HUMAN TRAFFICKING TRAINING: Available for school personnel, local agencies, and parents.
- TRAUMA-INFORMED LESSONS: Customized videos to train teachers how to deliver the curriculum directly to their students and they're able to download PPT slides, narratives and handouts that are ready to use in their classroom. *CEUs available through CSU, Sacramento.
- RESEARCH: Our third-party evaluator, The Institute for Social Research, will collect and analyze the data from all adults that are trained and students that are educated through the PROTECT Program.



PROTECT TRAINING

Human Trafficking 101: An Introduction to Human Trafficking
Human Trafficking 102: Complex Trauma Impacts of CSEC
Human Trafficking 103: Red Flags and Protocols
Time Required: 3 hours

PROTECT CURRICULUM [Elementary School, Middle School & High School]

ELEMENTARY | Teacher Training Video: 30 Minutes | Classroom Curriculum Time: Five 30-minute Lessons
Students learn about safe people, safe places, and safe choices, are equipped with tools to listen to their "inner voice" when a situation feels uncomfortable and learn to develop personal and online boundaries that will help keep them physically and emotionally safe.

MIDDLE | Teacher Training Video: 45 Minutes | Classroom Curriculum Time: Three 45-minute Lessons
Through the context of masterpieces of art, students are given the opportunity to see themselves as unique masterpieces worthy of respect, love and care. Students learn about the types of child abuse, ways to develop personal boundaries, and how to report any situations of abuse or human trafficking to a safe and trusted adult.

HIGH | Teacher Training Video: 1 hr. 10 Minutes | Classroom Curriculum Time: Two 45-minute Lessons
Students receive an overview of human trafficking including warning signs and recruiting tactics, the legal consequences of trafficking under state and federal law, and how the media can influence and desensitize people toward exploitation. They will learn about vulnerabilities and be equipped with practical tools to keep themselves and their communities safe.

HIGH | Teacher Training Video: 1 hr. 10 Minutes | Classroom Curriculum Time: Three 40-minute Lessons Students learn about the connections and differences between historical and modern slavery in the U.S. by breaking human exploitation down to its most basic elements. They are given the opportunity to turn what they have learned about the human trafficking into action-oriented community service projects in collaboration with other students and teachers.

RECENT CALIFORNIA LEGISLATION:

Human Trafficking Prevention Education and Training Act (AB 1227, Bonta)

Effective January 1, 2018

SEC. 2.

The Legislature finds and declares that to reduce the vulnerability of all children in California to incidents of commercial labor or sexual exploitation and to begin to eradicate human trafficking from the state, it is necessary that the state, schools, and counties implement comprehensive prevention education and training procedures designed to do all of the following:

(a) Coordinate the efforts of counties, local agencies, and other stakeholders through agreed-upon protocols.

Back to TOC

(b) Train county leadership, administrators, and educators to identify children that have been, or may be at risk of being, exploited and how to proceed when potential victims are identified.

(c) Teach California's school-age population how to avoid becoming victims of exploitation, and help them understand the problem of human exploitation and learn ways to address the problem through service initiatives.

(d) Evaluate how the implementation of prevention education and training affect both the incidence of human trafficking and the levels of knowledge and vigilance about the issue.

WHY DID THIS LAW GO INTO EFFECT?

California has the highest number of incidents of human trafficking in the United States. Since the National Human Trafficking Hotline began in 2012, over 5,200 cases have been reported in California - but as this is a hidden crime, many cases go unreported.

How does the PROTECT Program fulfill this mandate?

- ✓ Coordinated, agreed-upon protocols between schools and local agencies
- ✓ Training for county leadership and school staff
- ✓ Prevention education lesson plans for teachers to educate middle and high school students about both sex and labor trafficking
- ✓ County-specific data is collected through all training and education that's provided

What aspects of the PROTECT Program go beyond the mandate?

- The law requires that students be educated about sex and labor trafficking **at least once in middle school and once in high school**, and PROTECT offers lessons for 5th, 7th, 9th, and 11th. To meet the mandate, districts would need to implement at least the 7th and 9th grade lessons.

Why should districts implement the PROTECT Program?

- The training and curriculum is trauma-informed and continuously reviewed by human trafficking survivors, educators, social workers and others to ensure that it is addressing the issue and increasing protective factors.
- PROTECT is supported by the California Department of Education, Attorney General's Office, California Teachers Association, and the California Department of Social Services.
- Teachers that are trained and implementing the PROTECT curriculum in their classrooms can earn up to 2.5 CEUs from CSU, Sacramento.
- As opposed to the comprehensive sexual health curriculums and other offerings, PROTECT provides counties the ability to see the research results from the training and education that's conducted each year.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

F – School Safety Plan Board Report

Back to TOC

Marin County Office of Education
Comprehensive School Safety Plan

2019-20 Update

Marin County Board of Education
February 11, 2020

MARIN COUNTY
OFFICE OF EDUCATION

Mary Jane Burke
Marin County Superintendent of Schools

Back to TOC

What is a safe school?
"Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. They are characterized by:

- Sensitivity and respect for all individuals (including those of other cultural and ethnic backgrounds);
- An environment of nonviolence;
- Clear behavioral expectations;
- Disciplinary policies that are consistently and fairly administered;
- Students' affiliation and bonding to the school;
- Support and recognition for positive behavior; and
- A sense of community on the school campus.

Safe schools also are characterized by proactive security procedures, established emergency response plans, timely maintenance, cleanliness, and a nice appearance of the campus and classrooms."

Taken from "Safe Schools: A Planning Guide for Action"
California State Department of Education

Table of Contents

Comprehensive School Safety Plan Requirement, Process and Timeline……...2

Plans, Procedures and Agency Board Policy……..…..3-7

Marin County Office of Education Programs and Designated School Sites ……..…….....8

Annual Update/Evaluation Form…….……..……9-11

Annual Update/Evaluation Summary……..12-14

Comprehensive School Safety Plan
Requirement, Process and Timeline 2019-20

Requirement:

SB 187: Comprehensive School Safety Plan

- School sites develop a Comprehensive School Safety Plan relevant to the needs and resources of the school district.
- Small school districts with an ADA of 2,501 units may develop a district wide Comprehensive School Safety Plan that is applicable to each school site.
- Comprehensive School Safety Plans must be evaluated and amended as needed on an annual basis.
- Comprehensive School Safety Plans must be reviewed with school site staff annually.
- School sites should complete an annual update/evaluation of a Comprehensive School Safety Plan.
- School sites develop an Action Plan to remedy safety concerns identified.

Process and Timeline:

Marin County Office of Education managers will review the plan's strengths and weaknesses with their staff and community members on an annual basis. Changes and additions to the plan are to be implemented on the following timeline:

- **By September 27, 2019**

  Program managers review the School Safety Plan and receive input from staff to complete the Annual Update/Evaluation Form.

- **By November 1, 2019**

  Action Plans are developed to address any additional safety concerns described in the Annual Update/Evaluations and corrective action taken to make needed changes.

- **By November 29, 2019**
  Implementation of any site specific needs and action plans are completed.

Plans, Procedures and Agency Board Policy to Support the Comprehensive School Safety Plan

Child Abuse Reporting Procedures

All school staff actively monitor the safety and welfare of all students. Staff understand their responsibility as childcare custodians and immediately report all cases of known and suspected child abuse. To assure that school staff have adequate training, newly hired teachers sign a statement indicating their completion of child abuse training as part of their employment requirement. School administrators, teachers, classroom assistants, and other classified school employees participate in annual training in child abuse identification and reporting procedures as a part of yearly mandated topics in-service. Written descriptions of reporting requirements and disclosure of employee confidentiality rights are also provided as part of the training and included in all employee handbooks. Considerable effort is made to maintain the confidentiality of the student and employee in all cases of child abuse reporting.

References: Board Policy 4150 Child and Dependent Adult Abuse
Administrative Regulations and Procedures Child and Dependent Adult Abuse
Child Abuse and Dependent Adult Abuse Reporting Requirements

Disaster Procedures, Routine and Emergency

The Marin County Office of Education's Model Emergency Management Plan provides a framework for protecting students, staff, and school facilities and describes the responsibilities of staff members for a wide range of emergency and disaster situations. In the event of a widespread emergency, it is recognized that available government resources may be unable to respond to all requests for assistance. This plan assumes the common standard that a school or classroom site must be self-sufficient for 72 hours.

References: Marin County Schools Model Emergency Management Plan

Policies Regarding Actions Which Would Lead to Suspension and/or Expulsion

The Marin County Office of Education's Alternative Education and Special Education programs have policies in place that follow education code mandates regarding suspension and/or expulsion. The Regional Occupational Program follows the host site guidelines. These procedures ensure that school administrators, resource specialists, psychologists, Special Education and regular education, as well as other school staff, understand the laws that pertain to both regular and Special Education students. MCOE Alternative Education programs have focused on a restorative justice approach to student behavioral matters that is resulting in less suspensions. The Marin County Office of Education also participated in the development and adoption of the Marin Countywide Plan for Expelled Youth. This plan provides educational options for expelled students through a collaborative planning process. A student who has not been expelled and is in need of an educational alternative may access these programs through a district and/or county referral process.

References: Board Policy 8620 Expulsion
Administrative Regulations and Procedures Appeals from Expulsion
Marin Countywide Plan for Expelled Youth

Procedures to Notify Teachers of Dangerous Pupils

Each fall, and throughout the school year, as appropriate, and pursuant to Education Code 49079, all Marin County Office of Education Special Education staff are provided information regarding enrolled students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more activities leading to suspension or expulsion. The following procedures are used in notifying teachers:

Compass Academy:

- Districts are required to submit a referral form for any student being referred to Compass Academy. Districts must list any suspensions and/or discipline reports with the referral form or submit a print out of a discipline report from AERIES and attach it to the referral. Districts must identify any students who have violated code 48900 (see below) and any additional incidents that have occurred in their current and past placements. In addition, districts must document any involvement with probation, juvenile hall, and outside agencies.
- In addition to the referral form, districts submit the following: Release and exchange signed by the parent to allow communication with the district and outside agencies, most current Individualized Education Plan (IEP), and most recent assessments. Most recent assessments include historical information, psychological testing, and academic testing.
- Once this is received by the Program Manager, the full referral packet is forwarded to the teaching team and school psychologist team at Compass Academy via email. Each member of the team reviews the information, and all referrals are discussed and reviewed for appropriateness during a weekly teacher and school psychologist team meeting.
- If the referral is considered appropriate and Compass Academy has capacity to accept the referral, the information is then shared with the para-educators at the weekly para-educator meeting with the potential start date for the student.
- All staff are aware that any information shared is confidential.

Marin's Community School / Phoenix Academy / Oracle Independent Study:

- Districts are required to submit a referral form for any student being referred to Marin's Community School, Phoenix Academy or Oracle Independent Study. Districts must list any suspensions and/or discipline reports with the referral form or submit a print out of a discipline report from AERIES and attach it to the referral. Districts must identify any students who have violated code 48900 and any additional incidents that have occurred in their current and past placements. In addition, districts must document any involvement with probation, juvenile hall, and outside agencies.
- When new students are enrolled, the staff receive an email introducing the student, the reason they were referred to the school (expulsion, SARB or probation generally), and an overview of their disciplinary background.
- When a student is suspended from Marin's Community School / Phoenix Academy / Oracle, communication with the staff is initiated by administration by text or email at the end of the day.
- Weekly staff meetings are conducted, and any ongoing student concerns are discussed.
- Staff have open access to review cumulative folders when they want a more in-depth look at the backgrounds of our students.
- All staff are aware that any information shared is confidential.

California Education Code 48900 identifies acts that make a student eligible for suspension/expulsion. These acts include:

- Causing/threatening physical injury to another person;
- Using physical force or violence;
- Sale or possession of firearms/weapons;
- Use, sale or furnishing of controlled substances, alcohol or intoxicants;
- Possession, sale or furnishing of drug paraphernalia; and
- Committing of crimes such as robbery, vandalism, extortion, or theft.

Education Code 48900.2 through 48900.7 identifies additional acts such as sexual harassment, hate violence, harassment, threats or intimidation of school personnel or pupils; and terroristic threats against school officials or school property, or both.

Ongoing throughout the school year, teachers follow guidelines described in the Behavioral Incidents Memo to assure the safety of both staff and students in dealing with behavioral incidents. Regional Occupational Program teachers receive notification through the procedures established at their host school site. Alternative Education staff is notified through the referring district's procedures.

References: Board Policy 4160 Assault by Pupil Against School Employee
California Education Code 48900 and 48900.2 through 48900.7
California Education Code 49079

Sexual and Gender-Based Harassment Policies

Sexual and/or gender-based harassment of any student or employee by another person is prohibited. The Marin County Office of Education Policy prohibits sexual and gender-based harassment of employees and students. All certificated and classified employees receive annual training to assure that the learning and working environments of the Marin County Office of Education are free from sexual and gender-based harassment. Copies of the sexual and gender-based harassment policies are included in all employee handbooks. Students are directed to immediately report incidents of sexual or gender-based harassment to a teacher or program administrator. All reports are thoroughly investigated in a timely manner. A school administrator will determine an appropriate course of action for each complaint.

Actions may include the following:

1. Student counseling and education, when appropriate.
2. Parent notification, when appropriate.
3. A report to the police or Child Protective Services, as appropriate or required by law.
4. Student disciplinary actions may include suspension, placing on a behavior contract, other appropriate means of corrections, or a recommendation for expulsion.

Employees, students, and/or their parents can use the Marin County Office of Education's Complaint Procedure to file a formal complaint of sexual or gender-based harassment. Our sexual and gender-based harassment policies inform students and parents of their right to use this process. Any student or employee who feels that he or she is being harassed may file a complaint in accordance with the procedures set forth in the Complaint Procedures described in Board Policy 4112 and 4131. Each complaint of sexual or gender based-harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

References: Board Policy 4140 Freedom from Sexual Harassment
Administrative Regulations and Procedures Freedom from Sexual Harassment
Board Policy 4141 Adult Sexual and Gender-Based Harassment (Approved 6.11.13)
Board Policy 4112 Equal Opportunity
Board Policy 4131 Complaint Concerning School Personnel
Board Policy 5205 Student Sexual and Gender-Based Harassment (Approved 6.11.13)

School-Wide Dress Code

The governing board acknowledges that students have the right to express their uniqueness and individuality by means of their dress. Restrictions on freedom of student dress will be imposed whenever the mode of dress in question is:

1. Unsafe either for the student or those around the student.
2. Disruptive of school operations and the education process in general.
3. Contrary to law.

References: Compass Academy Program Handbook
Marin's Community School Programs Parent/Student Handbooks
Marin's Community School Programs Behavior Contract and Search Policy
Oracle Independent Study Student Behavior Contract

Procedures for Safe Ingress and Egress of Pupils

All Marin County Office of Education operated classes provide certificated and classified staff supervision of students to ensure safety at all times during school hours. Consideration is taken to provide adequate supervision before school, at recess, lunch, and leaving school grounds, especially for severely handicapped students entering and exiting buildings and busses. Fire drill procedures at each host site are followed.

References: Fire Drill Plans/School Maps: Marindale, Marin's Community School/Phoenix Academy, Oracle Independent Study, Grant Grover, Magnolia Park, Compass Academy, College of Marin/Indian Valley Programs and Walker Creek Ranch

Rules and Procedures on School Discipline

Marin County Office of Education students are expected to follow school rules and procedures as outlined by the host school where their class is located and/or as determined by each specific program. These rules and procedures are designed to encourage appropriate behavior to maximize student learning and social development. Behavior modification strategies are the most appropriate techniques to use in the infant and preschool programs. Regional Occupational Program classes follow the school rules and discipline procedures outlined by the host site.

References: Board Policy 5203 Hate Motivated Behavior Prevention
Compass Academy Program Handbook
Marin's Community School Programs Parent/Student Handbook
Marin's Community School Programs Behavior Contract and Search Policy
Oracle Independent Study Student Behavior Contract

Coordination with Local Fire Department / Law Enforcement / First Responders (AB 1747, 1/1/2019)

The Marin County Office of Education works in collaboration with local Fire Departments serving its student programs and campuses in each respective jurisdiction to review and update safety plan procedures, and share updates annually (or as needed) with the Fire Departments (as well as law enforcement agencies and other first responders). During the 2017-18 school year wildfire risk assessment walkthroughs were conducted at MCOE school sites with Keenan & Associates, Marin County Fire Officials, MCOE administrators and site administrators to assess defensible space, vegetation and fuel reduction, fire lanes and evacuation options and plans. The model designed for MCOE assessments is now being implemented in all Marin school districts.

References: School Site Fire Safety Risk Identification and Remediation at the Wildland Urban Interface
AB 1747

The following Fire Departments and First Responders will receive notification of annual updates to Safety Plans.

- Marin County Fire Department
- Kentfield Fire Department
- Marinwood Fire Department
- Hicks Valley Fire Department
- San Rafael Fire Department
- Novato Fire Department
- County of Marin, Office of Emergency Services

Procedures for Tactical Response to Criminal Incidents (AB 1747, 1/1/2019)

The Marin County Office of Education works with all of its student programs to coordinate with local law enforcement agencies and School Resource Officers around school safety and emergency response.

Procedures that are discussed and reviewed include law enforcement's tactical response to criminal incidents, procedures related to individuals with guns on school campuses and at school related functions, and procedures to prepare for active shooters or other armed assailants, based on the specific needs and context of our schools and community.

The following Law Enforcement Agencies and first responders will receive notification of annual updates to Safety Plans.

- Marin County Sheriff's Office
- San Rafael Police Department
- Novato Police Department
- Central Marin Police Department
- College of Marin Police Department
- County of Marin, Office of Emergency Services

References: AB 1747

Marin County Office of Education
Programs and Designated School Sites

The Marin County Office of Education exists to provide leadership and service as a community asset that earns and enjoys the respect and support of our students, parents and community taxpayers. The Marin County Office of Education specializes in meeting the needs of local educators and students. In addition to offering a wide variety of services to meet the diversified needs of the county's school districts, the office also works closely with community groups and other educational agencies. The Marin County Office of Education also coordinates and manages the following student programs:

Alternative Education

Alternative Education includes several programs serving the high-risk adolescent populations and incarcerated adults. The juvenile programs may serve up to 400 students a year and include Marin's Community School, Oracle Independent Study Program, Loma Alta School/Juvenile Hall, and Phoenix Academy, our charter school serving students who have made a commitment to sobriety.

Designated School Sites: Marin's Community School / Phoenix Academy
Loma Alta / Juvenile Hall
Oracle Independent Study

Regional Occupational Program

The Regional Occupational Program provides career and vocational training to enable students to succeed in a complex, rapidly changing, global economy. The Regional Occupational Program serves high school students and adults with programs ranging from automotive repair to video production. Courses focus on real-world applications of skills and are designed in collaboration with the business community to insure that students are prepared for local employment opportunities.

Designated School Sites: XR Marin (Marinovation Learning Center / Makerspace and Media Studio)

Special Education

Special Education meets the individual needs of students as required by federal law. The scope of service includes operating programs at up to 40 school sites within 18 districts for approximately 1,300 students, birth through 22 years of age. Specialists in areas such as visual impairment, psychology, hearing impairment, speech and language, and occupational therapy work with students who have all levels of disabilities and specialized needs.

Designated School Sites: Compass Academy
College of Marin / Indian Valley Programs
Grant Grover
Magnolia Park
Marindale / Santa Margarita

Walker Creek Ranch

Walker Creek Ranch operates the Outdoor Education School and the Walker Creek Ranch Conference Center. The school program annually serves approximately 5,000 elementary and high school students from about 100 schools and 11 counties around the Bay Area and beyond. The Conference Center is available on weekends and over the summer to churches, organizations, non-profit schools, government agencies and businesses. Over 100 retreats or conferences take place at Walker Creek Ranch annually, serving over 5,000 guests.

Designated School Site: Marin County Outdoor School

Form

Attachment 1: Annual Update/Evaluation Form

Back to TOC

Marin County Office of Education
Comprehensive School Safety Plan

2019-20 Annual Update/Evaluation

School Site: _____

1. ***Describe the changes needed for the implementation of the plan to enhance school safety.***

_____
_____
_____
_____
_____
_____
_____

2. ***Describe any support needed from MCOE to further implement school safety at your site(s).***

_____
_____
_____
_____
_____
_____
_____

3. ***List any specific modifications to the school safety plan needed for your site in any of the following areas:***

    a. ***Child Abuse Reporting Procedures***
    b. ***Disaster Procedures***
    c. ***Policies/Actions Leading to Suspension and/or Expulsion***
    d. ***Procedures to Notify Teachers of Dangerous Pupils***
    e. ***Sexual Harassment Policy***
    f. ***School-wide Dress Code***
    g. ***Procedures for Safe Ingress and Egress of Pupils***
    h. ***Rules and Procedures on School Discipline***

_____
_____
_____
_____
_____
_____

Back to TOC

Verification Form

On _____ I met with my staff(s), reviewed the components of the
Date
Marin County Office of Education School Comprehensive Safety Plan and updated the school safety plan binder with any policies and procedures specific to the programs I supervise.

_____	_____
Print Name	Signature
_____	_____
Date	Title

Please complete and return this form by September 27, 2019.

Annual Update/Evaluation Summary for the Marin County Office of Education
Comprehensive School Safety Plan 2019-20

Safety Plan Questions:

#1: Describe the changes needed for the implementation of the plan to enhance school safety.
#2: Describe any support needed from MCOE to further implement school safety at your site.
#3: List any specific modifications to the school safety plan needed for your site in any of the following areas:

a. Child Abuse Reporting procedures
b. Disaster procedures
c. Policies/actions leading to suspension and/or expulsion
d. Procedures to notify teachers of dangerous pupils
e. Sexual harassment policy
f. School-wide dress code
g. Procedures for safe ingress and egress of pupils
h. Rules and procedures on school discipline

Alternative Education	Question #1	Question #2	Question #3
• Marin's Community School / Phoenix Academy • Loma Alta / Juvenile Hall • Oracle Independent Study	• All programs – No additional support needed at this time. • Loma Alta / Juvenile Hall follows procedures and protocols developed by Juvenile Hall. (See additional note under Question 3)	• All programs – No additional support needed at this time. • **Note:** MCOE will send copies of updated Comprehensive School Safety Plans for all campuses and programs to Law Enforcement, Fire Departments and local First Responders as required by AB 1747.	• All programs – No modifications necessary at this time. • **Note:** An Automated External Defibrillator (AED) was installed at Marin's Community School / Phoenix Academy and additional AED trainings are being provided for staff. Standard Operating Procedures for the AED have been established. • **Additional Note:** The following description was provided by the Juvenile Hall Director regarding the Loma Alta / Juvenile Hall Program. "MCOE operates a classroom within Juvenile Hall with one Certificated teacher, who coordinates with the Juvenile Hall Director and the Juvenile Hall staff to review, discuss and implement established safety plans which are updated by the Juvenile Hall Division on an on-going basis. Key elements of the Juvenile Hall safety plan include around the clock supervision, access to mental health and physical health professionals, initial screening and classification, legal services, crisis intervention, restorative justice programs, and special services for students placed in foster care. Additionally, all visitors are subject to search upon entry, and staff and students are trained in emergency response for earthquake, fire, critical incidents, etc."

Back to TOC

Special Education	Question #1	Question #2	Question #3
• Marindale • Magnolia Park • Grant Grover • Compass Academy • College of Marin (COM) Indian Valley Programs	• Marindale / Magnolia Park: The Comprehensive School Safety Plan was reviewed at the 9/9/2019 Early Intervention staff meeting. There are no changes needed to enhance school safety at this time for the 2019-20 school year. • Compass Academy: Gates need to be secured around the classrooms in an effort to slow students who are attempting to elope from the classrooms. An emergency protocol needs to be developed for when a student has eloped and staff no longer have student in line of sight. System to ensure that emergency supplies are current. • Indian Valley College: A direct line of communication needs to be established with Indian Valley person in-charge to align fire, earthquake and active shooter drills. • Grant Grover: A direct line of communication needs to be established with the Kent Middle School Principal to align fire, earthquake, and active shooter drills. Staff have requested a meeting with the campus police so that they are familiar with the school site and students prior to there being an emergency where support is needed. Staff have requested a meeting with Emergency Response Teams (Medics, Fire) so that they are familiar with the school site and students prior to there being an emergency where support is needed. Evacuation procedures and meeting points need to be updated in light of current construction around the campus. School Resource Officer Josie Sanguinetti recommends that staff sign-up for Alert Marin. Staff should begin teaching the students, “Don’t touch” prior to the School Resource Officer or other First Responders visiting Grant	• There is no support needed from MCOE at Marindale / Magnolia Park Schools to implement site safety plans at either location. MCOE and Maintenance and Operations are aware that staff requested training at Marindale on gas valve shut-off, which has been provided. • Compass Academy: Gates need to be repaired around classrooms. Large swinging gate at southeast end of campus needs to be modified in order to close the gate over the pavement. Large swinging gate at southeast end of campus needs a securing mechanism. May need replacements for emergency supplies. • Indian Valley Campus: No support needed from MCOE. • Grant Grover: No supported needed from MCOE at this time. • **Note:** MCOE will send copies of updated Comprehensive School Safety Plans for all campuses and programs to Law Enforcement, Fire Departments and local First Responders as required by AB 1747.	• Marindale / Magnolia Park – No modifications necessary at this time. • Grant Grover - No modifications are necessary at this time. • Compass Academy – No modifications needed at this time. • Indian Valley Campus – No modifications needed at this time. • Grant Grover – No modifications needed at this time. • **Note:** Automated External Defibrillators (AEDs) were installed at Marindale, Magnolia Park, and Compass Academy and additional AED trainings are being provided for staff. Standard Operating Procedures for the AEDs have been established.

	Grover. Inform parents that the School Resource Officer and First Responders will be visiting. Okay to share the School Resource Officer's email address. Emergency Officer Facility (EOF) Visits available if scheduled in advance for small groups of children or families who want to visit.		
Regional Occupational Programs (ROP)	**Question #1**	**Question #2**	**Question #3**
• XR Marin (Marinovation Learning Center / Makerspace-Media Studio)	• No changes necessary.	• Comprehensive School Safety Plan with MCOE policies and procedures is now in place. • No additional support needed at this time. • **Note:** MCOE will send copies of updated Comprehensive School Safety Plans for all campuses and programs to Law Enforcement, Fire Departments and local First Responders as required by AB 1747.	• No modifications are necessary at this time.
Walker Creek Ranch	**Question #1**	**Question #2**	**Question #3**
Walker Creek Ranch	• No changes necessary. • Walker Creek Ranch continues to conduct an annual emergency procedure staff training in the fall.	• No support needed at this time. • We are looking for support with the creation of suicide prevention protocols (ie., when an outdoor school student or cabin leader shares they are contemplating suicide). • **Note:** MCOE will send copies of updated Comprehensive School Safety Plans for all campuses and programs to Law Enforcement, Fire Departments and local First Responders as required by AB 1747.	• No modifications are necessary at this time.

Phoenix Academy Charter Renewal

Appendix

F – Student Sexual and Gender-Based Harassment

Back to TOC

5000 STUDENTS

5200 STUDENT WELFARE

5205 STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Purpose of Policy

It is the policy of the Superintendent/Governing Board of the Marin County Office of Education to provide an educational environment free of sexual or gender-based harassment. To accomplish this purpose, the policy is designed to secure, at the earliest level possible, an appropriate resolution to an allegation of sexual or gender-based harassment.

This policy is intended to supplement, and not replace, any applicable state or federal laws and regulations. Complaints under these laws and regulations shall be processed through the procedures established by the appropriate state and/or federal agencies.

It is the position of this Superintendent/Governing Board that sexual or gender-based harassment is unlawful and will not be tolerated. It is a violation of this policy for any employee, agent, student, or party with which the Marin County Office of Education has a cooperative agreement, to engage in sexual or gender-based harassment.

Definitions of Sexual and Gender-Based Harassment

As it pertains to students, Education Code Section 212.5 defines "sexual harassment" as "unwelcome sexual conduct including advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting.

Gender-based harassment includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex, although they are not necessarily sexual in nature. Prohibited conduct includes harassment of a student for exhibiting what is perceived as a stereotypical characteristic for her or his sex, or for nonconformity with stereotypical notions of masculinity and femininity.

Sexual and/or gender-based harassment denies or limits a student's ability to participate in or benefit from the District's school's program under any of the following conditions:

(a) Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.

Back to TOC

(b) Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.

(c) The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

(d) Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution."

Specifically, sexual or gender-based harassment may occur as a pattern of degrading sexual speech or actions ranging from verbal or physical annoyances or distractions to deliberate intimidations and frank threats or sexual demands.

Examples of conduct which may constitute sexual harassment include, but are not limited to:

(1) Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects or pictures, or cartoons, whether conducted in person or through an electronic means.

(2) Among peers, continuing to show sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction, among peers, is not considered sexual or gender-based harassment.)

(3) Within the educational environment, implying or actually withholding grades earned or deserved; suggesting a poor performance evaluation will be prepared; or suggesting a scholarship recommendation or college application will be denied as a condition of receiving sexual favors.

(4) Within the educational environment, engaging in sexual behavior to control influence, or affect the educational opportunities, grades, and/or learning environment of a student.

(5) Offering favors or education or employment benefits, such as grades or promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassifications, etc., in exchange for sexual favors.

Any expression of sexual interest between adults and students, regardless of reciprocity is considered inappropriate and shall be subject to discipline under applicable state law.

Back to TOC

Examples of conduct with may constitute gender-based harassment include, but are not limited to:

(1) Slurs, threats, derogatory comments, unwelcome jokes, or degrading descriptions related to or because of a student's gender or gender identity.

(2) Harassment of a male student because of his perceived effeminate mannerisms.

(3) Harassment of a student because of his/her non-traditional choice of extracurricular activities, apparel, and personal grooming choices.

(4) Disparaging remarks about a student because the student socializes with students of the opposite sex, or is predominately friends with students of the opposite sex;

Definition of Hostile Environment

A hostile environment based on sex or gender has been created where the conduct is sufficiently serious to interfere with or limit a student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment, particularly if the harassment is physical.

Remedial and Corrective Actions

Where unlawful sexual or gender-based harassment is found to have occurred, the Marin County Office of Education will take appropriate remedial and/or corrective action(s), including consideration of the following: providing counseling to a targeted student or for student(s) found to have engaged in harassment; limiting the interaction between the targeted student(s) and the harassing student(s); whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders; and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

Training and Curriculum

To implement this policy, the Marin County Office of Education will provide appropriate training programs for staff and students.

Notification

There will be adequate notification of the policy to include permanent posters in public areas, offices, and hallways. The policy will be published in Marin County Office of Education handbooks and other appropriate materials for employees.

Back to TOC

Administrative Regulation

The Superintendent/Governing Board shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for a means of enforcing this policy. Such further procedures may include the following: posting and other means of distributing the policy; a process under which complaints will be handled, formally or informally, an explanation of possible civil proceedings and potential legal consequences of sexual or gender-based harassment. The Superintendent will initiate training and education programs to enable all persons, and in particular, supervisors, to better understand the problem of sexual or gender-based harassment. In addition, the Superintendent shall designate appropriate employees to enforce or administer this policy within the Marin County Office of Education and shall provide for appropriate training for Principal/Program Managers and other supervisory personnel on an annual basis.

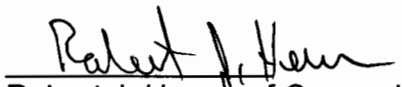
Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual or gender-based harassment, the methods and procedures to be following in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. For assistance in these matters, individuals may contact the Superintendent or designee.

Current Legal references barring sexual or gender-based harassment in education:

Title VII of the Civil Rights Act – 42 USC Section 2000-e-2(a)(1)
California Fair Employment & Housing Act – Government Code Section 12940
Title IX of the Education Amendments of 1972 29 USC Section 1681 et. seq.
California Education Code, Section 200 et seq.

Approved as to form:



Robert J. Henry, of Counsel

Approved by Marin County Board of Education: 6/11/13

Back to TOC

ADMINISTRATIVE REGULATION 5205
STUDENT SEXUAL AND GENDER-BASED HARASSMENT

Reporting Procedure

Any student who believes he or she has been sexually harassed by an employee, agent, or student of the Marin County Office of Education, should promptly report the facts of the incident(s) and the name of the individual(s) involved to an adult staff member with whom they feel comfortable, and that person shall report the incident to the school site administrator or Superintendent/or designee within 24 hours. A written report of the alleged incident will be developed by the site administrator or Superintendent/or designee. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual or gender-based harassment or who have received report(s) or information of allegation(s) of sexual or gender-based harassment, whether such incidents are verbal or physical or amount to harassment in other forms are obligated to report it to the school principal or Superintendent.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual or gender-based harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Confidentiality

An allegation of sexual or gender-based harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation, and shall be informed that it will be a violation of this administrative regulation to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation is Prohibited

So long as the allegation is not brought forward in bad faith, the initiation of an allegation of sexual or gender-based harassment, will not cause any reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the Marin County Office of Education, his or her employment, compensation or work assignments, or, in the case of students,

Back to TOC

grades, class section or other matters pertaining to his or her status as a student of any Marin County Office of Education programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Reasonable measures will be taken to prevent retaliation against any target student(s) and/or any other student(s) who provide information as witnesses, including identifying school personnel to make follow-up inquiries with the targeted student(s), witness(es) and/or their parents.

It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action as defined in this policy.

Time Limits

Students are encouraged to report allegations of sexual or gender-based harassment to an adult staff member with whom they feel comfortable as soon as reasonably possible after the conduct in question has taken place.

Investigation Guidelines

All investigations of allegations of sexual or gender-based harassment shall be handled promptly, in a serious, sensitive and confidential manner. The Superintendent shall determine in advance which administrative staff positions will be trained to complete these investigations and a trained, qualified administrator at the school site of the reported incident will complete the investigation, unless deemed inappropriate in a specific situation.

All sexual and gender-based harassment investigations at the Marin County Office of Education will be conducted by individual(s) with knowledge of the applicable legal standards and theories of such claims of harassment under Title IX, and the relevant District policies and complaint procedures. The investigator will also be knowledgeable in how to recognize and remedy such harassment. If the targeted student wishes, the targeted student may identify the harassing student(s) and/or witnesses and provide other information in a manner which initially protects the targeted student's confidentiality, to the extent possible; and consistent with statutory and constitutional due process;

If the investigator receives an anonymous complaint or media report about alleged sexual or gender-based harassment, he/she shall consider the specificity and reliability of the information, the seriousness of the alleged incident, and whether any individuals can be identified who were subjected to the alleged harassment in determining whether it is reasonable to pursue an investigation.

Back to TOC

Investigation Process

The investigator shall promptly investigate all complaints of sexual or gender-based harassment. In so doing, he/she shall talk individually with:

(a) The student who is complaining;

(b) The person accused of harassment;

(c) Anyone who witnessed the conduct complained of; and

(d) Anyone mentioned as having material information related to the complaint

The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the harassment, and put his/her complaint in writing.

The investigator shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the investigator also may discuss the complaint with the following persons:

(a) The Superintendent or designee or school administration;

(b) The parent/guardian of the student who complained;

(c) If the alleged harasser is a student, his/her parent/guardian;

(d) A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth; and

(e) Child protective agencies responsible for investigating child abuse reports

When the student who complained and the alleged harasser so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree. In reaching a decision about the complaint, the investigator may take into account:

(a) Statements made by the persons identified above;

(b) The details and consistency of each person's account ;

(c) Evidence of how the complaining student reacted to the incident;

Back to TOC

(d) Evidence of any past instances of harassment by the alleged harasser; and

(e) Evidence of any past harassment complaints that were found to be untrue.

To judge the severity of the harassment, the investigator may take into consideration:

(a) How the misconduct affected one or more students' education;

(b) The type, frequency and duration of the misconduct;

(c) The number of persons involved;

(d) The age and gender of the person accused of harassment;

(e) The subject(s) of harassment;

(f) The place and situation where the incident occurred; and

(g) Other incidents at the school, including incidents of harassment that were not related to gender.

Investigation Protocol

The Marin County Office of Education's designated staff member(s) shall memorialize in writing all reports of alleged harassment.

The Marin County Office of Education shall implement appropriate interim measures to prevent further harassment of the targeted student, as well as measures to avoid retaliation against the reporting student, pending the resolution of the complaint.

The Marin County Office of Education shall maintain on-going contact with the targeted student throughout the investigation.

The Marin County Office of Education shall make reasonable efforts to identify the harassing student(s) and/or witnesses if the targeted student is unaware of their identities or names (e.g. interviewing other students and/or staff who were present during the incident).

The Marin County Office of Education shall refer the matter to law enforcement authorities where appropriate.

Back to TOC

The Marin County Office of Education shall interview all relevant student and staff witnesses, and review all relevant documents and physical evidence.

Subject to applicable evidentiary privileges and/or privacy rights, the Marin County Office of Education shall maintain documentation of all investigative steps, including statements provided by targeted student, his/her parents, and any other witnesses or reporting parties, the evidence reviewed, any remedial actions taken, and a copy of the letter of finding issued at the conclusion of the investigation; and

The Marin County Office of Education shall contact the targeted student within a reasonable period of time following the conclusion of the investigation to assess whether there are new allegations of on-going harassment or retaliation, and to determine whether additional supportive measures are needed.

The designated investigator shall, as soon as reasonably possible after the incident has been reported, inform the student, employee, or other person accused of sexual or gender-based harassment of the allegation, and they will be given an opportunity to respond. The person accused shall not be given a copy of the complaint but shall be informed of the allegations. The name of complaint party shall remain confidential to the extent possible.

All parties, specifically including complainants, and witnesses, will be promptly and fully informed of their rights pursuant to this policy, including the fact that complainant and witnesses will not be retaliated against and the confidential nature of the allegation and investigation.

Investigation Results

A written report of the investigation findings shall be filed by the investigator with the Superintendent's office within twenty (20) school days of the date the student filed the incident report. Subject to applicable evidentiary privileges and/or privacy rights, the final written report will describe the steps taken in the investigation and the facts gathered, whether or not the alleged sexual and/or gender-based harassment occurred, and explaining the basis for the Marin County Office of Education's conclusion.

Subject to applicable evidentiary privileges and/or privacy rights, the Marin County Office of Education shall provide written notification to the parents/guardians of the targeted student generally explaining the Marin County Office of Education's investigative process, its factual findings, its determination as to whether harassment occurred, the reasons for the decision, and the appeal procedures within thirty (30) school days. The Marin County Office of Education may also provide a summary of its findings to the accused student's parents

Back to TOC

The Superintendent may extend the timeline depending on the nature of the investigation. If an extension is needed, the Marin County Office of Education will notify the targeted student and the student's parent/guardian (if the parent/guardian made the complaint), and explain the reasons for the extension.

The name or title and contact information for the Marin County Office of Education employee(s) responsible for receiving and/or investigating reports of alleged harassment, including the investigatory report is:

Name Marin County Office of Education
Title Attn: Deputy Superintendent
Contact Information 1111 Las Gallinas Avenue/P.O. Box 4925
San Rafael, CA 94913-4925
(415) 499-5866

Steps to Remedy Harassment and Prevent Recurrence

The Marin County Office of Education will, as appropriate, offer counseling to students found to have engaged in harassment in order to ensure that they understand what constitutes harassment, the consequences for engaging in harassment and the effects harassment can have on others, and limiting the interaction between the harassing student(s) and the targeted student;

The Marin County Office of Education will offer counseling services and may consider providing academic support services to any student found to have been subjected to unlawful harassment, as appropriate.

The Marin County Office of Education will also consider whether remedial measures are necessary to respond to the impact of the harassing conduct on witnesses or bystanders and whether other schoolwide actions, such as education and training, are appropriate to respond to the harassing conduct and prevent a recurrence.

The Marin County Office of Education will take measures to prevent retaliation against targeted students and/or any other students who provided information as witnesses. The measures may include, for example, school personnel making follow-up inquiries with the targeted student and/or witness students and/or their parents to see if there have been incidents of retaliation, and to advise them that they should report any such incidents if they occur.

Disciplinary Action

When an allegation of sexual or gender-based harassment is supported by the investigation and disciplinary action is necessary, the Superintendent will determine what course of action is appropriate, depending upon whether the

Back to TOC

harasser is a student, staff member, agent or guest/vendor of the Marin County Office of Education.

Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law.

Students who are found to have engaged in harassment shall be offered training/counseling by the Marin County Office of Education. Training/ counseling will focus on assisting students understand what constitutes harassment, the consequences for engaging in harassment, and the effects harassment can have on others.

The Marin County Office of Education shall limit the interaction between the harassing student(s) and the targeted student to the extent possible.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws, and/or collective bargaining agreements.

Agents, guests or vendors of the Marin County Office of Education who violate this policy may be subject to penalties and sanctions as may be available to the Marin County Office of Education, including termination of business relationships and contracts.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Superintendent/Governing Board of the Marin County Office of Education. Appeals shall be made in writing within ten (10) business days from the date a written finding is issued.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Department of Education
Office for Civil Rights
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
Telephone: (415) 486-5555
www.ed.gov/ocr

Back to TOC

Phoenix Academy Charter Renewal

Appendix

I – Charter Financial Appendices

Back to TOC

MARIN COUNTY OFFICE OF EDUCATION - ALTERNATIVE EDUCATION PROGRAMS INCLUDING PHOENIX CHARTER ACADEMY
2020-21 PROPOSED BUDGET

	County Community School	Oracle	Phoenix	Juvenile Hall	AB1913 - JUVENILE JUSTICE PLAN	ALTERNATIVE EDUCATION DONATION	Education Protection Account	LOTTERY: INSTR MATERIAL	NCLB-TITLE I PART A LOW INCOME	NCLB-TITLE I PART D DELINQUENT	STATE LOTTERY	**Total**
Revenues												
LCFF Sources	213,536	252,811	191,889	334,826		-	10,408					**1,003,470**
Federal									266,392	104,205		**370,597**
State								4,384			12,491	**16,875**
Local	158,175			-	273,267	6,000						**437,442**
Revenues Total	**371,711**	**252,811**	**191,889**	**334,826**	**273,267**	**6,000**	**10,408**	**4,384**	**266,392**	**104,205**	**12,491**	**1,828,384**
Expenditures												
Certificated	246,332	165,158	207,768	77,313	21,347		7,364		-			**725,282**
Classified	91,350	40,096	46,372	36,511	60,984	-			39,329	-		**314,642**
Benefits	124,748	61,725	94,219	42,870	35,115	-	3,044		19,357	-		**381,078**
Books & Supplies	34,300	2,000	250	-				4,384	11,000		12,491	**64,425**
Services	(162,822)	5,800	23,012	-	155,757	6,000		-	173,824	102,667	208,422	**512,660**
Indirect	54,233	27,478	37,162	15,669	66				22,882	1,538		**159,028**
Expenditures Total	**388,141**	**302,257**	**408,783**	**172,363**	**273,269**	**6,000**	**10,408**	**4,384**	**266,392**	**104,205**	**220,913**	**2,157,115**
Excess/(Deficit) of Revenues to Expenditures	(16,430)	(49,446)	(216,894)	162,463	(2)	-	-	-	-	-	(208,422)	**(328,731)**
Beginning Fund Balance	-	-	-	-	-	-	-	-	-	-	208,422	**208,422**
Ending fund balance	**(16,430)**	**(49,446)**	**(216,894)**	**162,463**	**(2)**	**-**	**-**	**-**	**-**	**-**	**-**	**(120,309)**

MARIN COUNTY OFFICE OF EDUCATION - ALTERNATIVE EDUCATION PROGRAMS INCLUDING PHOENIX CHARTER ACADEMY
2020-21 PROPOSED BUDGET MULTI-YEAR PROJECTION

	2020-21	2021-22	2022-23
Revenues			
LCFF Sources	1,003,470	1,003,470	1,003,470
Federal	370,597	250,597	250,597
State	16,875	16,875	16,875
Local	437,442	417,442	417,442
Revenues Total	**1,828,384**	**1,688,384**	**1,688,384**
Expenditures			
Certificated	725,282	732,535	739,860
Classified	314,642	319,362	324,152
Benefits	381,078	388,923	395,373
Books & Supplies	64,425	64,425	64,425
Services	512,660	512,660	512,660
Indirect	159,028	173,172	193,009
Expenditures Total	**2,157,115**	**2,191,076**	**2,229,479**
Excess/(Deficit) of Revenues to Expenditures	(328,731)	(502,692)	(541,095)
Beginning Fund balance	208,422	(120,309)	(12,162)
Contribution From Unrestricted		610,839	510,952
Ending fund balance	**(120,309)**	**(12,162)**	**(42,305)**

ASSUMPTIONS:			
Enrollment	23	23	23
Attendance Ratio	54%	54%	54%
Average Daily Attendance (ADA)	12.41	12.41	12.41
Unduplicated Percentage	77.02%	77.02%	77.02%
Administrators	2 FTE	2 FTE	2 FTE
Teachers	3 FTE	3 FTE	3 FTE
Specialists	1.5 FTE	1.5 FTE	1.5 FTE
Support Staff	1.5 FTE	1.5 FTE	1.5 FTE
STRS rate	18.40%	0.00%	0.00%
PERS rate	22.80%	0.00%	0.00%

Back to TOC

MARIN COUNTY OFFICE OF EDUCATION - ALTERNATIVE EDUCATION PROGRAMS INCLUDING PHOENIX CHARTER ACADEMY
2020-21 PROPOSED BUDGET MULTI-YEAR PROJECTION
ENROLLMENT GROWTH MODEL

	2020-21	2021-22	2022-23
Revenues			
LCFF Sources	1,085,173	1,390,452	1,787,974
Federal	370,597	250,597	250,597
State	16,875	19,675	23,385
Local	437,442	417,442	417,442
Revenues Total	**1,910,087**	**2,078,166**	**2,479,398**
Expenditures			
Certificated	725,282	811,122	898,213
Classified	314,642	319,362	357,938
Benefits	381,078	418,955	474,259
Books & Supplies	64,425	77,425	94,825
Services	512,660	512,660	512,660
Indirect	159,028	173,172	193,009
Expenditures Total	**2,157,115**	**2,312,695**	**2,530,904**
Excess/(Deficit) of Revenues to Expenditures	(247,028)	(234,529)	(51,506)
Beginning Fund balance	208,422	(38,606)	-
Contribution From Unrestricted		**273,135**	**51,506**
Ending fund balance	**(38,606)**	**-**	**-**

ASSUMPTIONS:			
Enrollment	25	50	80
Attendance Ratio	70%	75%	80%
Average Daily Attendance (ADA)	17.5	37.5	64
Unduplicated Percentage	77.02%	77.02%	77.02%
District funded enrollment	0.00%	10.00%	20.00%
Phoenix LCFF funding rate/ADA	15,462	15,462	15,462
District funded LCFF rate/ADA	n/a	9,741	9,741
Administrators	2 FTE	2 FTE	2 FTE
Teachers	3 FTE	4 FTE	5 FTE
Specialists	1.5 FTE	1.5 FTE	1.5 FTE
Support Staff	1.5 FTE	1.5 FTE	2 FTE
STRS rate	18.40%	18.10%	18.10%
PERS rate	22.80%	24.90%	25.90%

Back to TOC

Phoenix Academy Charter Renewal

Appendix

J – California Education Code for Student Discipline

Back to TOC

CALIFORNIA EDUCATION CODE FOR STUDENT DISCIPLINE

Students who display inappropriate behavior may be subject to suspension as outlined in the California State Education Code 48900 and 48915. A student may be suspended or expelled for acts which are related to school activity or attendance while on the school grounds, while going to or coming from school, during the lunch period whether on or off campus, and during or while going to or coming from a school sponsored activity.

EDUCATION CODE, SECTION 48900:

A student who has committed the following acts is subject to discipline by suspension or expulsion:

(a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(a)(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any such object, 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, any 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 any 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 then either sold, delivered, or otherwise furnished to any 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 any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit 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) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) 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.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, 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.

(n) 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.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) Engaged in an act of bullying, including, but not limited to, bullying
Committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

(s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent 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 school activity or 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.

(t) A pupil who aids or abets, as defined in Sec. 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provisions of 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).

Back to TOC

EDUCATION CODE 48900.2: SEXUAL HARASSMENT:

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive. (Add. Stats. 1992, Ch. 909).

EDUCATION CODE 48900.3: HATE VIOLENCE:

In addition to the reasons specified in Sections 48900 and 48900.2 a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence.

EDUCATION CODE 48900.4: HARASSMENT, THREATS, OR INTIMIDATION:

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class-work, creating an intimidating or hostile educational environment.

A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent 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 school activity or expelled for acts which are enumerated in this section and related to school activity or 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 lunch period whether on or off the campus.
(4) During, or while going to or coming from, a school sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

EDUCATION CODE 48900.5: REQUIRED OTHER MEANS OF CORRECTION/EXCEPTIONS:

"At the very minimum...students who are threatened with removal from school, depriving them of the fundamental right to a publicly financed education, are entitled to notice of the grounds for the removal and an opportunity to be heard." (Goss v. Lopez)

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

EDUCATION CODE 48900.6: DISCIPLINARY ACTION/COMMUNITY SERVICE:

Instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, or the superintendent of schools, or the governing board, may require a pupil to perform community service on school grounds during non-school hours. For the purposes of this section "community service" may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance programs. This section shall not apply to instance where suspension or expulsion is required by this article. (Add. Stats. 1995, Ch. 972).

EDUCATION CODE 48900.7: SUSPENSION OR EXPULSION FOR TERRORISTIC THREATS:

(a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

(b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in

Back to TOC

which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)

EDUCATION CODE 48900.8: SUSPENSION, EXPULSION, PARENT NOTIFICATION AND STATE DEPARTMENT OF EDUCATION REPORT:

For purposes of notification to parents, and for the reporting of expulsion or suspension offenses to the State Department of Education, each school district shall specifically identify, by offense committed, in all appropriate official records of a pupil each suspension or expulsion of that pupil for the commission of any of the offenses set forth in subdivisions (a) to (o), inclusive, of subdivision (a) of, or paragraphs (1) to (4), inclusive of subdivision (c) of, Section 48915. (Add Stats. 1997, Ch637).

EDUCATION CODE SECTION 48915:

(a) **Mandatory Recommendations, Permissive Expulsions:** Except as provided in subdivisions (c) and (e) the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent finds that expulsion is inappropriate, due to the particular circumstance:
   (1) Causing serious physical injury to another person, except in self defense.
   (2) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
   (3) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 1053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (For second offense, any amount, expulsion recommendation is mandatory. (AR 5131.6)
   (4) Robbery or extortion.
   (5) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

(b) **Dual finding required for 48915(a) and 48900(a), (b), (c), (d) and (e):** Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918,the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of section 48900. A decision to expel shall be based on a finding of one or both of the following:
   (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
   (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(c) **Mandatory Expulsions (one year from date of expulsion):** Principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:
   (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a fire arm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
   (2) Brandishing a knife at another person. As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
   (3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. (any amount)
   (4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
   (5) Possession of an explosive.

Back to TOC

Phoenix Academy Charter Renewal

Appendix

J – Countywide Expelled Student Plan 2018-21

Back to TOC

COUNTYWIDE PLAN FOR PROVISION OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS

2018-2021

This plan was developed in accordance with California Education Code Section 48926, has been approved by all nineteen Marin County school district boards, and was approved by the Marin County Board of Education in June, 2015.

Back to TOC

TABLE OF CONTENTS

Contents

Plan Requirements _____ 1

Current Status _____ 3

Marin County Office of Education Overview _____ 4

Marin County School Districts Overview _____ 5

Progress toward Addressing Gaps in Educational Services to Expelled Students 2015-2018 _____ 8

Strategies for Addressing Gaps in Educational Services to Expelled Students 2018-2021 _____ 10

Alternative Placements for Expelled Students Placed in Community School who Fail to Meet the Terms of Rehabilitation Plans or Pose a Danger to Others _____ 10

Back to TOC

MARIN COUNTYWIDE PLAN FOR EXPELLED YOUTH

Plan Requirements

EC 48926

Each County Superintendent of Schools in counties that operate community schools pursuant to Section 1980, in conjunction with Superintendents of the school districts within the county, shall develop a plan for providing education services to all expelled pupils in that county. The plan shall be adopted by the governing board of each school district within the county and by the County Board of Education.

The plan shall enumerate existing educational alternatives for expelled pupils, identify gaps in education services to expelled pupils and strategies for filling those service gaps. The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board.

Each County Superintendent of Schools, in conjunction with the Superintendents of the school districts, was required to submit to the Superintendent of Public Instruction, the county plan for providing education services to all expelled pupils in the county no later than June 30, 1997, and shall submit a triennial update to the plan to the Superintendent of Public Instruction, including the outcome data pursuant to section 48916.1, on June 30th thereafter.

EC 48916.1

At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. Except for pupils expelled pursuant to subdivision (d) of Section 48915, the governing board of a school district is required to implement the provisions of this section only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

CHARTER SCHOOL REQUIREMENTS REGARDING EXPULSION

Charter schools are exempt from Education Code provisions with respect to student discipline and are required to describe their suspension and expulsion procedures in their charter. The charter's procedures may or may not mirror the policies of the charter-authorizing entity. However, once a pupil is expelled, he or she returns to the jurisdiction of the school district that he or she would be eligible to attend prior to enrolling in the charter school. Once a charter school student is expelled, rules of district residency would apply. The district should treat a charter-expelled student the same as a district-expelled student and comply with

Education Code Section 48915.1, which provides that the district of residence holds a hearing to determine whether or not the student poses a continuing danger. If the student is found not to pose a continuing danger the district of residence could allow attendance by the expelled student. Charter schools are required to give 30-day notice to the district of residence for an expulsion of a student it enrolls in the charter.

Current Status

Education programs within Marin County provide numerous opportunities for students who are in need of alternative education programs. Individual school districts offer a broad spectrum of service and the Marin County Office of Education offers additional options, thus providing a continuum of alternatives to suspended/expelled students. A student whose behavior has resulted in expulsion is given a rehabilitation plan that is designed by the district of residence. This plan may involve one or more of the options outlined below. A student who has not been expelled and is in need of an educational alternative may also access these programs through a district and/or county referral process.

The district of residence always maintains responsibility for its expelled youth. Every Marin County school district governing board will refer each expelled student to an appropriate educational placement for the period of expulsion. The educational placement will be determined on an individual basis by the school district's governing board based on seriousness of offense, available educational alternatives, and other related factors. County level alternatives for expelled students will remain available to all expelled students. District level alternatives for expelled students, if district level alternatives exist, will vary from one district to the next depending on the characteristics and resources of that district.

A district sub-plan will be developed and board approved for every district in Marin County that offers an alternative educational program for expelled students. Any such district sub-plan(s) will be included in this countywide plan. Each district sub-plan will include 1) a list of existing educational alternatives for expelled students, 2) gaps in educational services to expelled students, 3) strategies for filling those gaps and 4) alternative placements for students who fail community day school placements (if offered).

Marin County has seen a dramatic decrease in the number of expulsions over the last six years. In 2011-2012 there were 43 expulsions of Marin County students. That number dropped by half to 21 expulsions in 2012-2013. And in 2016-2017, the most recent year for which we have records, we had only four expulsions. This is a 90% decrease in expulsions in our community. This dramatic improvement is attributed to the adoption and implementation of restorative practices at most middle and high schools; and to strategies such as Positive Behavioral Interventions and Supports (PBIS), No Bully Solution Teams, and Social Emotional Learning (SEL) programs. There has also been community-wide efforts to reduce disproportionate minority contact with law enforcement and the juvenile justice system which have been instrumental in the positive changes to school climate and student outcomes.

Marin County Office of Education Overview

The Marin County Office of Education provides the below permissive educational options for expelled students.

MARIN'S COMMUNITY SCHOOL/PHOENIX ACADEMY

Marin's Community School/Phoenix Academy is an educational program that provides local school districts with an additional educational option for expelled youth. Marin's Community School's new facility is located adjacent to the County Office of Education. The school provides an educational program that meets for 315 minutes four days per week with a minimum day on Wednesdays. Services within the program include individualized standards-based academic instruction; workplace learning opportunities through the School to Career program; Post-secondary counseling; Special Education services on site; visual arts education; mental health education, counseling, and peer education via partnerships with community-based organizations such as Marin County Community Mental Health and the Marin Juvenile Probation Department; and close monitoring through collaboration with the Marin County Juvenile Probation Department and the San Rafael Police Department. Students attending Marin's Community School receive highly individualized attention oriented toward helping them to reach their goals for high school and beyond.

ORACLE INDEPENDENT STUDY

The Marin County Office of Education's voluntary contracted independent study program requires students to complete a minimum of 25 hours of educational product each week. The Oracle Independent Study program offers a wide range of support to its students including individualized instruction, work-experience opportunities through collaborations with local agencies including the Marin County Office of Education's Regional Occupational Program, and access to mental health counseling as needed. Special Education services for Oracle Independent Study students is provided by the district of residence unless otherwise negotiated.

The philosophy of each individual school district affects how the Marin County Office of Education community school program meets district needs. Some school districts use Marin's Community School as an educational option for their expelled students, while others use this program as a student assistance or placement alternative.

Marin County School Districts Overview

Local school districts within Marin County offer the below options for expelled youth, depending on the specific offense and the Education Code violation. Actual referral is varied and placements are made by the district governing board, generally with recommendations from the district Administrative Review Board or the School Attendance Review Board or a similar district referral process.

1. Expulsion, suspended order with placement on the same school campus.
2. Expulsion, suspended order with placement on a different school campus within the district.
3. Expulsion, suspended order with placement in district Independent Study, with parental consent.
4. Expulsion, suspended order with possible transfer to another district.
5. Expulsion with referral to a district community school program, if available.
6. Expulsion with possible transfer to another district.
7. Expulsion with referral to Marin County Office of Education alternative education programs.
8. Expulsion, but not permitted to attend the Marin County Office of Education alternative education programs.

As stated above, there has been a dramatic reduction in expulsions of Marin County students. In the past three years, only three of our 18 school districts have expelled students. Their plans for providing education services to expelled pupils are described below.

NOVATO UNIFIED SCHOOL DISTRICT

Novato Unified School District (NUSD), the largest district in Marin County, has implemented restorative practices throughout the district including Peer Court, No Bully Solution Teams, Drug and alcohol counseling and Cyberbullying education through North Bay Security Group, and school based counseling at all school sites. The alternatives to suspension promote keeping students in school and support their needs K-12. Student suspensions have dramatically decreased over the past several years.

A change in district services is the closing of Nexus Academy, a school serving expelled youth in grades 7 to 10. With the closure of Nexus, the following plan is in place:

1. Students who have been expelled for non-mandatory offenses may receive an administrative change of placement to another school in the district with behavioral contract.
2. NOVA, the district's Independent Study Program, may be used as an alternative placement.
3. Referral may be made to the Marin County Office of Education Alternative Education Programs through the expulsion process.

Counseling is available at the Hill Education site for students enrolled in any of the alternative programs on the site. This is a great opportunity to better serve the emotional needs of the student body. However, the school does not have a full time counselor to support the individual emotional needs of students on a daily basis.

SAN RAFAEL CITY SCHOOLS

San Rafael City Elementary and High School Districts have instituted Positive Behavior Interventions and Supports (PBIS) to create schoolwide systems for behavioral intervention. PBIS is a comprehensive school climate initiative that sets clear expectations for student behaviors and addresses positive reward/award systems and progressive behavioral interventions. Each school in San Rafael City Schools maintains a PBIS team consisting of administration, teachers, classified staff, school psychologists and counselors.

San Rafael City Schools is committed to addressing the needs of students through a multitude of mental health supports and services. The District has increased in school counselors and psychologists in recent years. Additionally, Marriage and Family Therapists (MFT's) have been assigned to both Terra Linda and San Rafael High Schools, as well as MFT interns who have caseloads at both sites. The high school Counseling Enriched Classroom at Terra Linda High School supports students who require intensive support as identified in Individualized Education Plans.

The District has established a partnership with the Anti-Defamation League (ADL) in support of its anti-bias and bullying work. The ADL has provided training to staff and students, and soon will expand into parent trainings. San Rafael High School, Davidson Middle School, and Venetia Valley K-8 have all been awarded with a "No Place for Hate" designation by the ADL.

Davidson Middle School and Venetia Valley utilize Restorative Practices which include Restorative Circles, Solution Teams, and Peer Court/Suspension Diversion to address behavior and mitigate suspensions and expulsions. Both sites will soon be partnering with local nonprofit agencies to expand upon these existing supports.

SHORELINE UNION SCHOOL DISTRICT

Shoreline Unified School District's educational community maintains a focus on keeping students in school and finding alternatives to suspension/expulsion that support student learning. The district Local Control Accountability Plan (LCAP) places a priority on ensuring that students are connected to a safe and supportive school culture. This priority is addressed through a variety of strategies including the services of bilingual Student and Family Advocates and school site counselors. These strategies have proved effective in that Shoreline District has had only one expulsion in the last six years.

Progress toward Addressing Gaps in Educational Services to Expelled Students 2015-2018

The triennial update of the Countywide Plan for Provision of Educational Services to Expelled Students must address the progress made in providing education placement options and services to high-risk youth since the last plans were submitted. Specifically, the updated plan should address whether the strategies were successful and identify the obstacles that resulted in any unsuccessful strategies. The new plan is also to identify any new strategies and their level of success.

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 18 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger districts.

The strategy for addressing this gap is to maintain a county community school program that is committed to providing educational services to all school districts in the county and that employs a variety of instructional strategies including those that are capable of overcoming obstacles associated with providing educational services to diverse student populations.

The strategy has been maintained to provide opportunities to local districts which allow students to have new and unique education opportunities within the county community school programs.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

Marin's Community School program students who commit an expellable offense while in the county office program, and those who commit a second expulsion offense during an expulsion period, have limited alternatives available for secondary placement. These students will be referred to a countywide Expulsion Review Panel on a case by case basis for review and determination as to educational placement.

A County Expulsion Review Panel will review these cases and will be responsible for the expulsion appeal process. The County Expulsion Review Panel will include:

a) A site administrator from the student's grade level;
b) A site administrator from the next grade level; and
c) A school board member.

The members of the County Expulsion Review Panel will be selected from a list of administrators and board members in alphabetical order by district and will not include representatives from the student's district of residence. Staffing assistance to the Panel will be provided by Marin County Office of Education.

As in existing appeal procedures, the grounds for an appeal are limited to one or more of the following:

a) Did the County Expulsion Review Panel act without or in excess of jurisdiction?
b) The appellant was denied a fair hearing before the County Expulsion Review Panel.
c) There was a prejudicial abuse of discretion in the hearing.
d) There is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the County Expulsion Review Panel.

The strategy outlined in the 2015 Plan to employ a County Expulsion Review Panel to address the needs of these students was not needed during the 2015-2018 plan.

3. GAP IN EDUCATIONAL SERVICE: SERVICES FOR K-6 STUDENTS

Expelled students in grades K-6 do not have the same educational options available as do their grades 7-12 counterparts. Educational services for students in grades K-6 cannot be merged or combined with services to students in grades 7-12. Very few youth are placed out of home by the Marin County Juvenile Probation Department, resulting in older students with serious behavior issues on Marin's Community School campus. The presence of older students leads to concern about placement of younger expelled students on the same campus. Independent Study is not seen as an appropriate option for younger students. Thus, if a district moves to expel a younger student, the options are limited.

Students in grades K-6 are rarely expelled in Marin County. District implementation of PBIS and other support strategies has resulted in no expulsions of Kindergarten to 6th graders. Therefore this gap no longer exists.

Strategies for Addressing Gaps in Educational Services to Expelled Students 2018-2021

As above, there are several gaps that exist in respect to providing educational services to expelled pupils in Marin County. These gaps and available strategies for addressing them are listed below:

1. GAP IN EDUCATIONAL SERVICE: PROXIMITY

Marin County is comprised of 18 school districts, some of which are small and/or rural. This smaller size, together with the rural characteristics of the districts, makes it difficult to offer the range of alternatives often found in the larger urban districts.

Marin County school districts continue to work collaboratively to support one another in providing various opportunities to share students which may allow a suspended/expelled youth into a different educational setting.

2. GAP IN EDUCATIONAL SERVICE: SECONDARY PLACEMENT

Marin's Community School program students who commit an expellable offense while in a county office program, and those who commit a second expulsion offense during an expulsion period, have limited alternatives available for secondary placement. These students will be referred to the countywide expulsion panel on a case by case basis for review and determination as to any available placement.

Alternative Placements for Expelled Students Placed in Community School who Fail to Meet the Terms of Rehabilitation Plans or Pose a Danger to Others

The district of residence will always maintain responsibility for their expelled youth. If the district refers to a neighboring district or county office program, they will maintain close communication with the educational entity serving the student. Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program (if

available) or a Marin County Office of Education Alternative Education Program. Regardless of student placement, the district of residence maintains responsibility for the student.

Phoenix Academy Charter Renewal

Appendix

J – Range of Consequences

Back to TOC

Marin's Community School/Phoenix Academy
Progressive Discipline
Range of Consequences

The MCS/PA Staff is committed to providing a safe and caring environment in which students feel comfortable, share responsibility for maintaining a positive school climate, and take pride in our school. We will focus on relational and restorative practices that promote de-escalation and conflict resolution, and will create opportunities for students and families to voice their concerns about school policies and practices.

We do recognize the need for appropriate action when the safety of the campus is threatened. In accordance with Education Code 35291.5, the site Progressive Discipline plan includes a range of consequences that are imposed when a student violates school rules. The following plan is a supplement to the Education Code and Board Policy regarding suspension and expulsion.

De-Escalation and the Motivation Room
Students needing a break from the classroom or activity may work with the learning coach or other designated staff to get back into the class and resume learning. Some students may need longer, and may work in the motivation classroom for a period of time. If the student cannot settle down, he or she may be referred to the office for additional disciplinary action. All attempts will be made to restore the relationship and get the student back to the classroom to learn.

Consequences listed below are not necessarily in sequential order. In general, second infractions will lead to more consequences. They may include, but are not limited to the following:

Attendance Problems, unexcused absences, excessive tardies
- Phone call home
- Written notification to parent
- Notification to probation officer and wrap team (as applicable)
- Informal/formal conference
- School service hours
- Referral to Student Study Team (SST)
- Referral to Student Attendance Review Board (SARB)
- Loss of work permit

Cheating or Academic Dishonesty - (Teachers make expectations clear)
- First incident
    - Teacher works with student
    - Student can re-do assignment or assessment
- Second incident
    - Teacher works with student and notifies parent/guardian
    - Teacher sends a referral to the administration for conference

    - Student can re-do the assignment or assessment
    - Referral for counseling
- Third incident
    - Teacher works with student and notifies parent/guardian
    - Teacher sends a referral to the administration for a formal conference including the parent/guardian
    - Possible class suspension (to work on the learning for the assignment/assessment)

Computer Violation

- Teachers should monitor student computer and circumvent or redirect off-task behavior related to the computer
- Referral to the motivation classroom with an alternate assignment and possible suspension of computer privileges
- If egregious (circumventing firewalls, accessing pornography, etc) or ongoing, referral to the administration
    - Suspension of computer privileges
    - Parent/ guardian contact
    - Police report (if appropriate)
    - Informal or formal conference
    - Possible in house or at home suspension

Defiance or disruption of School Authority

- Teacher consequences
- Referral to learning coach for time out of class
- Referral to the motivation classroom
- Referral to the administration
    - Parent/ guardian contact
    - Informal or formal conference
- Restorative conversation/meeting with teacher before admitted back to class
- School Service Hours

Dress Code Violation

- First incident
    - Warning
    - Change of clothes

- Second incident
    - Change of clothes
    - Contact parent/guardian and/or probation officer (if appropriate)

- Third incident
    - Change of clothes
    - Formal meeting with parent/guardian and probation officer (if applicable)

    - School service hours

Continued offenses
- Possible suspension for defiance

Drugs/Alcohol/paraphernalia - possession or under the influence
- Referral to administration
- Parent/guardian contact
- Police notification/citation
- Suspension (1-day first offense) and formal conference with parent/guardian and probation officer (if applicable)
- Referral for counseling
- Re-entry meeting with parent/guardian

Drugs/Alcohol selling and distribution
- Referral to administration
- Parent/guardian contact
- Police notification/citation
- Suspension (minimum 5 days) with consideration of a change of school placement; and formal conference with parent/guardian and probation officer (if applicable)

Extortion/Robbery/Theft
- Referral to administration
- Parent/guardian contact
- Police notification/citation
- Restitution (if possible)
- Suspension (1-day first offense) and formal conference with parent/guardian and probation officer (if applicable)
- Restorative meeting/conflict resolution with victim if appropriate and all parties agree
- Referral for counseling

Fighting (all involved students)/Assault/Causing Physical Injury
- Referral to administration
- Parent/guardian contact
- Police notification/citation
- Restitution (if possible)
- Suspension (1-day first offense) and formal conference with parent/guardian and probation officer (if applicable)
- Restorative meeting/conflict resolution if appropriate and all parties agree
- Referral for counseling

Harassment, Hazing, Threats
- Referral to administration - formal investigation

- Parent/guardian contact
- Police notification/citation
- Suspension (1-day first or less serious offense; more days for more serious threat or harassment) and formal conference with parent/guardian and probation officer (if applicable)
- Restorative meeting/conflict resolution if appropriate and all parties agree
- Referral for counseling
- Behavior Contract

Hate Language: Use of hate speech including slurs and words that denigrate a person or group because of race, ethnicity, nationality, gender identity, or ability/disability. More serious infractions will have more serious consequences earlier.

- First incident
    - Referral to administration and removal from class
    - Review rules and consequences
    - Formal conference with student
    - Restorative conversation
- Second incident
    - Referral to administration and removal from class
    - Notification to parent/guardian
    - Restorative conversation
- Third incident
    - Motivation Room to watch a video and report on the history of hate speech
    - Formal conference with parent/guardian and probation officer
    - Restorative conversation
- Fourth incident
    - Referral to administration and removal from class
    - Suspension (in house or off campus) (1 day)
    - Written report
    - Formal conference with parent/guardian and probation officer
    - Restorative conversation
    - Referral for counseling

Tobacco, nicotine products (including vape pens and paraphernalia)

- Referral to administration
- Parent/guardian contact
- Referral for counseling
- Re-entry meeting with parent/guardian (second incident)

Vandalism/Property Damage

- Referral to administration
- Parent/guardian contact
- Police notification/citation if damage is extensive
- Restitution (if possible)

- Suspension (1-day first offense) and formal conference with parent/guardian and probation officer (if applicable)
- Restorative meeting/conflict resolution with victim if appropriate and all parties agree
- Referral for counseling
- Suspension if repeated offense or extensive damage

Weapons on Campus

- Referral to administration
- Parent/guardian contact
- Police notification/citation
- Suspension (minimum 5 days) with a change of school placement; and formal conference with parent/guardian and probation officer (if applicable)