

REALM

Charter School

REALM CHARTER SCHOOL

MATERIAL REVISION

**SUBMITTED MARCH 11, 2019 TO
BERKELEY UNIFIED SCHOOL DISTRICT**

JULY 1, 2016 – JUNE 30, 2021

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATION	3
EXECUTIVE SUMMARY	6
ELEMENT 1: EDUCATIONAL PLAN	18
ELEMENT 2: MEASURABLE STUDENT OUTCOMES	49
ELEMENT 3: METHODS OF MEASUREMENT	56

ELEMENT 4: GOVERNANCE STRUCTURE	58
ELEMENT 5: EMPLOYEE QUALIFICATIONS	63
ELEMENT 6: HEALTH & SAFETY POLICIES	67
ELEMENT 7: RACIAL & ETHNIC BALANCE	71
ELEMENT 8: ADMISSIONS POLICIES AND PROCEDURES	72
ELEMENT 9: FINANCIAL AUDITS	74
ELEMENT 10: SUSPENSION/EXPULSION PROCESS	75
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	96
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	97
ELEMENT 13: EMPLOYEE RETURN RIGHTS	98
ELEMENT 14: DISPUTE RESOLUTION	99
APPENDIX A: LETTERS OF SUPPORT	107
APPENDIX B: PROFESSIONAL DEVELOPMENT PLAN	107
APPENDIX C: DATA QUEST REPORT	107
APPENDIX D: LOCAL CONTROL ACCOUNTABILITY PLAN	107
APPENDIX E: BOARD BYLAWS & ORGANIZATIONAL CHART	107
APPENDIX F: UNIFORM COMPLAINT PROCEDURE	107
APPENDIX G: SUSPENSION AND EXPULSION POLICY	107
APPENDIX H: BUDGET, CASH FLOW & FINANCIAL PROJECTIONS	107

AFFIRMATIONS AND DECLARATION

REALM Charter School (sometimes referred to as the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- REALM Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of REALM Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to REALM 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)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, 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 shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves REALM 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- 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)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.

- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Victor Diaz
Executive Director

May 31, 2019

Date

EXECUTIVE SUMMARY

REALM Charter School was initially established in 2012 as two separate schools, REALM Charter High School and REALM Charter Middle School, in the Berkeley Community of Alameda County.

Both schools were approved for renewal for the term of July 1, 2016 to June 30, 2021 by Berkeley Unified School District. Through a material revision in the Spring of 2018, the two schools were consolidated by adding the middle school program into the existing high school charter petition to create a combined REALM Charter School serving grades 6-12 under a single charter petition.

Through this material revision, the charter petition would be revised to reflect the proposed merger of REALM Charter Schools, a California nonprofit public benefit corporation ("RCS"), into Compass Charter Schools, a California nonprofit public benefit corporation ("Compass"). RCS and Compass share similar public and charitable purposes and activities. The proposed merger will result in a Charter School that will be more fiscally sustainable as a result of additional resources. (**Throughout this document Scholar and Student are used synonymously.)

Following the completion of the merger, Compass will operate the Charter School, and the Charter School will continue to be known as REALM Charter School. The Charter School's classroom-based programs will continue, with a goal of having as little impact on the students and programs as possible. Compass commits that it shall not seek at any time to convert REALM into a nonclassroom-based charter, and will dissolve the charter if it is not financially stable by July 1, 2021¹. The Charter School is expected to have an expanded reach through independent study options alongside the classroom-based program, up to 16% in grades 9-12 and up to 5% in grades 6-8². This is also anticipated to help the Charter School maintain its financial sustainability, along with having access to, and sharing, staff across the Compass family of public charter schools. Compass commits that it will ensure that all REALM accounts are in good standing by July 30, 2019³, and that even if they are not, Compass will continue with the merger. It is the intention of Compass to ensure all accounts are in good standing by the end of July 2019 and paid in full, as agreed with individual vendors, by June 30, 2020. A proposed five-year budget is being submitted concurrently to the District, which will ensure a balanced budget by the start of the 2021-22 fiscal year⁴. All fund balances will be held by the Compass. Compass will ensure each Charter will have available operating funds through intercompany receivables/payables and that ending fund balances for each individual charter maintain five-percent of LCFF revenues for reserves.

¹ Compass commits that it shall not seek at any time to operate as an online-only school under this charter and will dissolve charter.

² Compass and realm are committed to enrolling no more than 5% of its students in independent study in middle school, and no more than 16% for high school.

³ Compass will commit to ensure all accounts in good standing by July 30, 2019 and that even if they are not, compass will continue with merger.

⁴ Compass will have a balanced budget by beginning of 2021-2022

Budget Narrative

Budget Assumptions: All assumptions are as of May 31, 2019 and for 2019-20

Student Info: We are estimating 470 Students for the 2019-20 school year

Revenue: We have projected our budget to reflect the most current available data including a projected enrollment of 470 Students with an estimated ADA of 94%.

Total Revenues are projected to be \$5,897,491

- LCFF Revenue was calculated using the FCMAT Calculator v 20.1b using the student enrollment and ADA assumptions above
- An unduplicated percentage of 73.18% was used in the supplemental and concentration calculations
- Lottery is estimated at \$53 restricted per ADA and \$151 unrestricted per ADA
- REALM is a member of the El Dorado SELPA for Special Education. SPED revenues are calculated at \$125/ADA for Federal IDEA and \$545/ADA for State AB602 with a 4% admin fee for the SELPA.
- Federal Revenues include Title I, II & IV, Federal Nutrition & SPED totaling \$306,227
- Other Revenues include the \$16,978 from the Mandated Cost Reimbursement program, \$508,500 from the SB740 Lease reimbursement program and local revenues of \$1,500 in Fundraising, \$11,340 in Rental Income and \$4,211 for Student Lunch reimbursements
- We are not including any one time revenues at this point such One Time Mandate Grants or Interest as we want to present a conservative estimate.

Expenses: Expense predictions incorporated assumptions of current enrollment maintaining and staffing maintaining with adjustments based on actuals. Estimated ending actuals were analyzed and increased accordingly for the growth in school predicted. Total Expenses are forecast to be \$5,830,070.

- Personnel expense will always be our largest expense and REALM will be staffing to maximize the students experience while staying as lean and efficient as possible. REALM will strive to maintain salary levels at or near the neighboring districts and in compliance with any bargaining agreements. Currently we are budgeting:
 - Certificated Salaries – \$2,228,306
 - Classified Salaries – \$556,949
- Employee Benefits include STRS contributions, standard payroll taxes and an allowance for Health Insurance. Total Benefits are projected to be \$773,374.
- Our Books and Supplies are composed of our curriculum and equipment. Total cost is forecast to be \$185,072.
- Our Services normal 5000 category expenses. The largest contributors are Lease expense, Insurance, Financial Services, which is our back-office partner. Total 5000 series expenses are forecast to be \$1,711,634
- We are allowing for \$374,735 in depreciation.
- This proposed budget will result in a \$67,421 surplus for our first year.

We would be happy to answer any questions regarding the proposed budget at your convenience.

Budget Contingency Plan⁵

1. The five-year budget submitted here has an estimated enrollment far below our original submittal. We built a budget with a 18% gain FY19-20 (59 students) and 16% FY 20-21 (76 students).
2. The budget will be monitored on a monthly basis, reviewing actual and projected enrollment against actual and projected expenses.
3. As enrollment increases, additional staff will be hired to meet the needs of the students enrolling in the program only after confirmed registration.
4. If enrollment decreases, staffing will be adjusted while maintaining the overall quality of the program looking first at non-teaching positions.
5. As necessary, budgetary reductions will come from non-core academic programming such as engagement, enrichment, transportation, after school program, sports, and other areas to limit the impact on students.
6. As a last resort, certificated staffing levels will be reviewed and adjusted to ensure a balanced operating budget, which may include increasing class size.

These decisions will be made in consultation with the Cabinet, Instructional Leadership Committee, and Staff Advisory Committee.

Compass recognizes the Berkeley Federation of Teachers (“BFT”) as the exclusive representative of the classroom-based eligible employees at the REALM school sites (the current union members). Compass will further agree to continue to abide by the collective bargaining agreement agreed to by REALM and BFT until a new collective bargaining agreement can be negotiated between Compass and BFT⁶.

MISSION

The mission of REALM Charter School is to cultivate resiliency, develop critical thinking skills, advance knowledge through rigorous studies, and equip students to serve our communities and the world in the 21st century. REALM Charter School will serve diverse urban students in grades 6-12 using a student-centered model that features project-based learning, an emphasis on technology, research and action on concerns in the community and activities that develop emotional resiliency.

VISION

REALM Charter School’s vision is to increase academic achievement and social responsibility by creating authentic and challenging learning environments based on four central program elements: (1) project-based learning, (2) immersive technologies, (3) mindfulness in education (Transformative Life Skills), and (4) participatory action research. We seek to develop in each

⁵ Including a plan in material revision that explains what contingency plans are in place if enrollment projections don’t materialize

⁶ Compass will recognize bft as the bargaining unit for realm teachers

student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This will be accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem-solving.

Mission, Vision and Core Values of Compass Charter Schools

Mission

Our mission is to inspire and develop innovative, creative, self-directed learners, one scholar at a time.

Vision

Our vision is to create a collaborative virtual learning community, inspiring scholars to appreciate the ways in which arts and sciences nurture a curiosity for life-long learning, and prepare scholars to take responsibility for their future success.

Core values: Achievement, Communication, Teamwork, Integrity, Respect

Compass Charter School’s core values define what is important to us and what we aspire to live by. We are proud of the quality program we provide and the successes we have collectively achieved as staff, scholars and parents. We have earned a good reputation in our community through our teamwork and integrity. But most of all, we are proud of the hundreds of scholars that have come through our virtual doors and feel confident and proud of their achievements.

PROJECTED ENROLLMENT & GRADE EXPANSION SEAT-BASED/ONLINE

The following chart illustrates conservative projected enrollment for the next five years. Enrollment is broken down by middle, high, and online never exceeding 5% and 16% respectively. We anticipate enrolling students online only after a orientation with the family-- to determine appropriateness and to ensure every student succeeds. We are projecting a modest 18% increase in FY 19-20 (59 students) and 16.5% FY 20-21 (76 students). These projections are far below our original submission and much lower than levels we had just a few years ago.

(We hear the Board’s concerns with using online as a ‘filler’ just to support our budget. This will never be the case. We will only enroll students that meet a strict criteria which will be evaluated by parent and counselor.)

Projected Enrollment by Grade				
	Grade 6	Grade 7	Grade 8	Online (total)
2018-2019	14	44	54	2
2019-2020	28	56	50	6
2020-2021	60	70	70	10
2021-2022	60	70	70	10
2022-2023	63	74	74	10
2023-2024	63	74	74	10

Projected Enrollment by Grade					
	Grade 9	Grade 10	Grade 11	Grade 12	Online

					(total)
2018-2019	70	79	72	65	11
2019-2020	70	70	75	70	45
2020-2021	75	75	70	70	46
2021-2022	80	80	75	75	49
2022-2023	80	80	80	75	50
2023-2024	80	80	80	75	50

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2011-2016

The following are the list of achievements for REALM Charter Middle School:

- Schoolwide implementation of the Common Core State Standards
- Annual Schoolwide API Growth
- Establishment of REALM Parent Alliance
- Partnership with Linda Darling-Hammond from Stanford School of Education for math and science Common Core curriculum development
- Professional Development for teachers on Project Based learning by Project H Design
- Renovation of school facility to provide 21st Century Learning environment
- Strategic partnership with nonprofit Project H Design (Studio H academic program), which led students to design and build the school library
- REALM Charter School Teachers joined the Berkeley Federation of Teachers, American Federation of Teachers
- Securing of a new, long-term facility on the grounds of the Pacific School of Religion
- Growing our list of partners at UC Berkeley: College of Engineering, College of Environmental Design, and Stiles Hall

The following are the list of achievements for REALM Charter High School:

- Schoolwide implementation of the Common Core State Standards
- Annual Schoolwide API Growth
- 100% of Courses are UC A-G approved with the exception of AP Biology and AP Calculus (pending approval).
- 100% of Grade 11 students are administered the PSAT
- SAT Prep Workshops are offered for all Grade 11-12 Students
- Expanded AP course offerings to include: AP Biology, AP English Literature, AP English Composition, AP Spanish, AP Calculus, and AP U.S. History
- All Grade 11 Students visit Colleges/Universities: Stanford University, SJSU, CSU Sacramento, Sonoma State University, UC Berkeley, UCSC, CSU East Bay, SFSU, Holy Names University, Samuel Merritt College, and St. Mary's College
- Establishment of REALM Parent Alliance
- Free FAFSA Workshops for students & families, including bilingual workshops
- Schoolwide College-Going Culture
- Earned WASC Accreditation through 2021.
- Full-time College Counselor
- Advisory Course – focuses on College Readiness
- 50% of graduates were accepted to 4-year College/University
- Strategic partnership with nonprofit Project H Design (Studio H academic program), which led students to design and build tiny homes for the homeless
- Students participated in UC Berkeley Robotics Competition

- REALM Charter School Teachers joined the Berkeley Federation of Teachers, American Federation of Teachers

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (4) (B) The determination made pursuant to this paragraph shall be based upon the following:
 - i. Documented and clear and convincing data.
 - ii. Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
 - iii. Information submitted by the charter school. Must submit to SPI for recommendation and wait 30 days.
- (5) Has qualified as an ASAM School.

The following shall serve as documentation confirming that REALM Charter High School and REALM Charter Middle School met the statutory criteria required for renewal as set forth in Education Code Section 47607(b) for their respective charter renewal petitions that were previously submitted for a renewal term of July 1, 2016 to June 30, 2021 (Also see Appendix C: CDE Dataquest Report):

ACADEMIC PERFORMANCE INDEX

The following chart illustrates REALM Charter Middle School’s Academic Performance Index (API):

2011-15 API RESULTS					
YEAR	API STATEWIDE RANKING	API SIMILAR SCHOOLS	API GROWTH	API GROWTH	MET SCHOOL GROWTH TARGET
2015	2015 No API				
2014	No state mandated testing for 2013-14 school year 3-Year Average API: N/A 3-Year Weighted Average API: N/A 2013 Statewide Rank: 3 2013 Similar Schools Rank: 4				
2013	3	4	744	+10	YES
2012	2	N/A	734		NO

The following charts illustrate the Academic Performance Index schoolwide and by identified subgroups For REALM Charter Middle School:

ACADEMIC PERFORMANCE INDEX SCHOOLWIDE			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	744	+10
2012	734	734	

ACADEMIC PERFORMANCE IN SOCIOECONOMICALLY DISADVA		
	BASE	GROWTH
2014	--	--
2013	--	723
2012	731	731

ACADEMIC PERFORMANCE INDEX HISPANIC			
	BASE	GROWTH	CHANGE
2014	--	--	
2013	--	741	-17
2012	758	758	

ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE LEARN		
	BASE	GROWTH
2014	--	--
2013	--	726
2012	775	775

The following chart illustrates **REALM Charter High School's** Academic Performance Index (API):

2011-15 API RESULTS					
YEAR	API STATEWIDE RANKING	API SIMILAR SCHOOLS	API GROWTH	API GROWTH	MET SCHOOL GROWTH TARGET
2015	2015 No API				
2014	No state mandated testing for 2013-14 school year 3-Year Average API: N/A 3-Year Weighted Average API: N/A 2013 Statewide Rank: 1 2013 Similar Schools Rank: 5				
2013	1	5	636	+33	YES
2012	1*	N/A	606		

The following charts illustrate the Academic Performance Index schoolwide and by identified numerically significant subgroups for REALM Charter High School:

ACADEMIC PERFORMANCE INDEX SCHOOLWIDE			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	636	+33
2012	603	606	

ACADEMIC PERFORMANCE INDEX HISPANIC			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	639	+40
2012	599	604	--

ACADEMIC PERFORMANCE INDEX SOCIOECONOMICALLY DISADVANTAGED			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	614	+11
2012	603	606	

ACADEMIC PERFORMANCE INDEX ENGLISH LANGUAGE LEARNERS			
	BASE	GROWTH	CHANGE
2014	--	--	--
2013	--	632	+37
2012	595	601	

ANNUAL YEARLY PROGRESS (AYP)

The following chart illustrates the Annual Yearly Progress for REALM Charter Middle School:

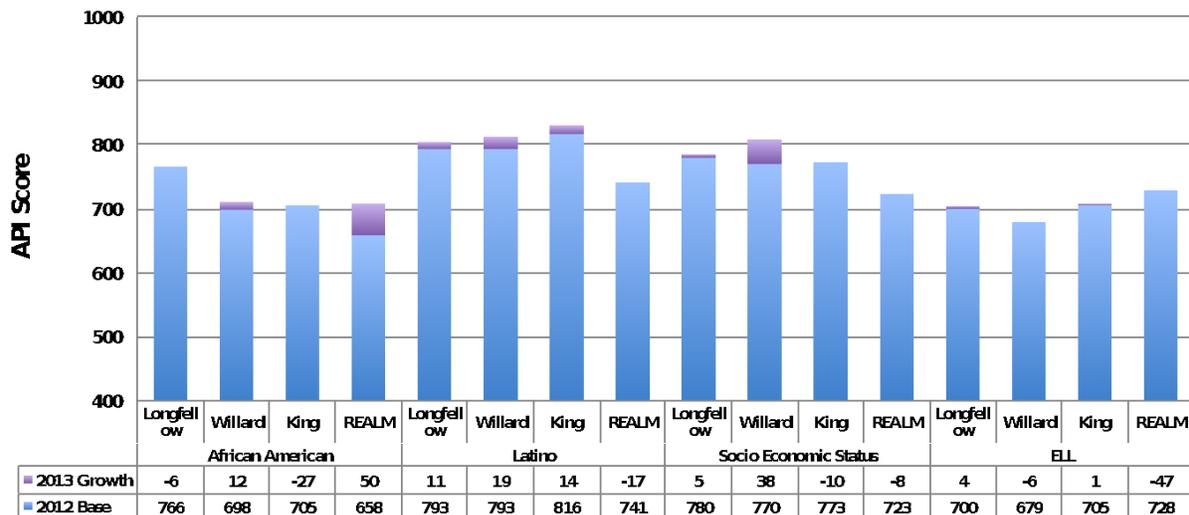
ANNUAL YEARLY PROGRESS (AYP)					
		2012	2013	2014	2015
MET AYP		NO	NO	N/A	N/A
PROGRAM IMPROVEMENT		NO	YES, YEAR 1	--	--
ELA	PARTICIPATION RATE	100.0%	100.0%	--	--
	% PROF. SW	42.0%	47.3%	--	--
	% PROF HISPANIC	41.2%	44.4%	--	--
	% PROF ELL	42.5%	40.0%		
	% PROF SED	41.3%	41.5%	--	--
MATH	PARTICIPATION RATE	100.0%	100.0%	--	--
	% PROF. SW	37.0%	36.3%	--	--
	% PROF HISPANIC	43.1%	35.0%	--	--
	% PROF ELL	42.5%	29.0%		
	% PROF SED	36.3%	31.3%	--	--

COMPARISONS WITH LOCAL SCHOOLS

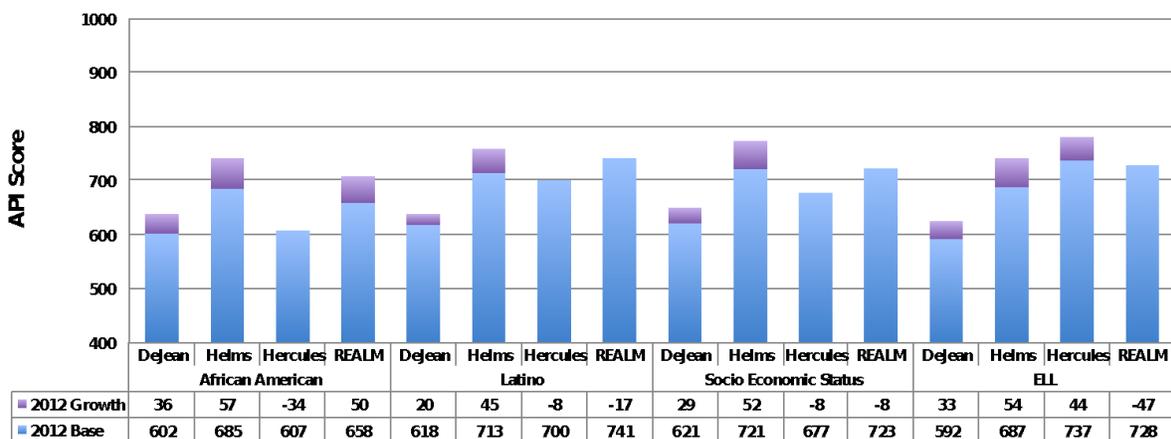
The following are comparisons of the REALM Charter Middle School data with that of local public middle schools:

- For the African-American subgroup: REALM Charter Middle School's academic performance is comparable to Willard Middle School and King Middle School, but outperforms Hercules Middle School and Dejean Middle School.
- For the Latino subgroup: REALM Charter Middle School outperformed Hercules High School and Dejean Middle School
- For the Socioeconomically Disadvantaged subgroup: REALM Charter Middle School outperformed Hercules High School and Dejean Middle School.
- For the ELL subgroup: REALM Charter Middle School significantly outperformed Longfellow Middle School, Willard Middle School, King Middle School, Helms Middle School, and Dejean Middle School.

API Subgroup Comparison, Berkeley Public Schools



API Subgroup Comparison West Contra Costa Public Schools



ANNUAL YEARLY PROGRESS (AYP)

The following chart illustrates the Annual Yearly Progress for REALM Charter High School:

ANNUAL YEARLY PROGRESS (AYP)					
		2012	2013	2014	2015
MET AYP		NO	NO	NO	N/A
PROGRAM IMPROVEMENT		NO	YES, YEAR 1	YES, YEAR 2	--
ELA	PARTICIPATION RATE	100.0%	100.0%	99.0%	--
	% PROF. SW	41.2%	34.8%	36.4%	--
	% PROF HISPANIC	40.0%	32.7%	38.3%	--
	% PROF ELL	37.1%	25.0%	33.3%	
	% PROF SED	41.2%	26.0%	36.2%	--
MATH	PARTICIPATION RATE	99.0%	99.0%	99.0%	--
	% PROF. SW	17.6%	29.5%	34.1%	--
	% PROF HISPANIC	15.0%	29.6%	35.0%	--
	% PROF ELL	14.3%	28.2%	28.9%	
	% PROF SED	17.6%	25.4%	31.9%	--

CAHSEE

The following chart illustrates the CAHSEE Passing Rate for REALM Charter High School for the past three (3) years. As of July 1, 2015, the SBE has suspended the CAHSEE Assessment.

CAHSEE PASSING RATE				
	ELA		MATH	
	# TESTED	% PASSING	# TESTED	% PASSING
2015	98	77%	97	65%
2014	92	72%	91	71%
2013	96	65%	90	72%

GRADUATION RATE

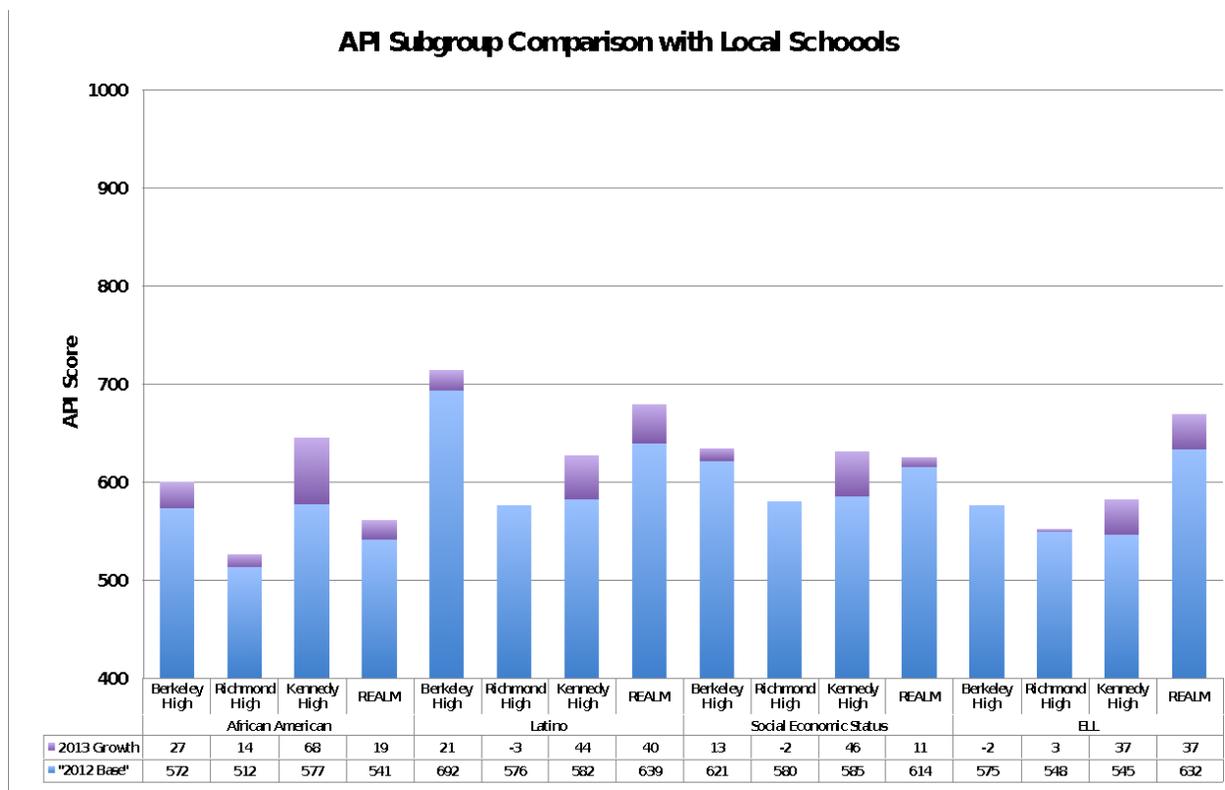
The following chart illustrates the graduation rate for REALM Charter High School:

GRADUATION RATE	
YEAR	PERCENTAGE
2015	92.0%
2014	92.0%

COMPARISONS WITH LOCAL SCHOOLS

The following are comparisons of the REALM Charter High School data with that of local public high schools:

- For the African-American subgroup: REALM Charter High School outperformed Richmond High School.
- For the Latino subgroup: REALM Charter High School outperformed Richmond High School and Kennedy High School.
- For the Socioeconomically Disadvantaged subgroup: REALM Charter High School outperformed Richmond High School, Kennedy High School (2012), and was comparable to Berkeley High School.
- For the ELL subgroup: REALM Charter High School significantly outperformed Berkeley High School, Richmond High School, and Kennedy High School.



As the above data demonstrates, both REALM Charter Middle School and REALM Charter High School have met the charter renewal criteria in their last renewal charter petitions, and expect to continue to meet and exceed the criteria for the duration of this charter term as REALM Charter School.

SELPA PROVIDER

REALM Charter School is its own local educational agency (“LEA”) member of the El Dorado County Office of Education Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

FISCAL AUDITS

The past two (2) fiscal audits conducted for the 2015-2016 and 2016-17 school year have stated going concern regarding , largely, the middle school’s negative ending deficit. However, conservative estimates show that REALM High School will have a positive ending balance with a 30% reserve by the end of the 2019-2020 FY.

ELEMENT 1: EDUCATIONAL PLAN

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, 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).

The annual goals for the charter school 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 these goals. Education Code Section 47605(b)(5)(A)(ii).

If the proposed charter school will serve high school pupils, 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).

COMPLIANCE WITH LOCAL CONTROL FUNDING FORMULA & LOCAL CONTROL ACCOUNTABILITY PLAN

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, Principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

REALM’s seat-based program supports students to be critical thinkers, active and compassionate citizens, and to succeed in a four-year college and beyond. Compass Charter School’s programs are designed using an independent, learner-centered model that helps scholars become more self-disciplined, better time managers, and more effective problem solvers. By combining both schools all students will have access to the best that both programs have to offer.

High-Level Program Features of both REALM and Compass⁷

The following variety of strategies and features from both programs provide the best opportunities for all scholars to learn at high levels:

- Seat-based, project-based learning that is rigorous and relevant
- Diverse staff that teaches from a culturally relevant perspective
- College counseling and mental health services
- Culturally relevant clubs, field trips, and support staff
- Online standards-based curriculum aligned to the California Common Core Standards
- Virtual “Learning Labs” – uses a combination of synchronous (immediate feedback) and asynchronous (feedback is saved or stored in order to be reviewed at a later time) learning environments.
- Question and Answers forum. This is where scholars can ask any question and get immediate teacher feedback. These Q & A’s are stored for other students to view and refer back to when needed.
- Elective courses: coding, dance, martial arts, design build, art, and debate
- Qualified teachers – subject-matter teachers, who are qualified and certified to teach in their content area, provide assignments, feedback and support to scholars on an individualized basis.
- Advanced Placement courses: Biology, Chemistry, Literature, US History, Environmental Studies, Spanish
- Regular and appropriate feedback on progress – Through regularly scheduled meetings for assessment and assignments, scholars receive feedback on their progress.
- Flexible Course Scheduling – CCS scholars complete 10-12 semester long classes throughout the school year. This system allows scholars to progress at their own pace through a course, and to focus on fewer subjects at a time than they would in a traditional school setting. Scholars complete the same amount of credits within a school year as in a traditional classroom setting, thus staying on track for high school graduation.
- Technology – Technology underpins the pedagogical strategy of CCS. Our online scholars are taught virtually through asynchronous and synchronous interactive lessons.

TARGET STUDENT POPULATION Seat-based

REALM Charter School was created as an innovative new learning opportunity in which students, parents, and the community are active participants and dedicated cohorts in the students’ education. In August 2011, REALM Charter Middle School opened with 100 6th grade students. Each year we have added approximately 105 students per grade level. The middle school has expanded to serve grades 6-8 with a total of 185 students. The high school opened with 200 students in 9th and 10th grades. The high school has reached full capacity with 350 total students serving grades 9-12.

Since its inception, both REALM charter schools employed an outreach strategy designed to recruit a student body that is representative of the diversity of the surrounding community and

⁷Online program is explained comprehensively

Berkeley Unified School District (BUSD) as a whole. This outreach reflects a provision of law that originally aimed to prevent charter schools from serving as publicly funded enclaves of privilege serving just one ethnicity.

Our original outreach goal was to achieve a student population that is roughly 26% African American, 9% Asian American, 14% Latino, and 34% White. REALM Charter School shall not discriminate against any child on the basis of race, gender, ability, religion, sexual orientation, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of the aforementioned characteristics).

Satisfying another stated aim of charter school law, REALM Charter High School and REALM Charter Middle School have served students who are presently academically low-achieving. REALM Charter School is positioned to continue to serve those students who are traditionally underserved and underrepresented in college and other post-secondary opportunities. Presently, 72% of our students qualify for free and reduced priced lunch and approximately 58% are English Learners. Currently, REALM Charter School serves a total of 517 students between grades 6 to 12.

We recognize that the starting line is different for each of our students –students do not come to our program at the same academic level or face the same set of challenges. Our student population includes a majority of non-native English speaking students with English language needs, students who have fallen behind grade level in one or more vital subject areas, and students with other special needs.

Despite the challenges that many of our students face, we believe that through a rigorous, project-based and technology rich instructional program, we can close the achievement gap that plagues the neighborhoods surrounding the targeted school location and prepare our student population for a demanding post-secondary education.

Target Population CCS Online

In education, one size does not fit all, REALM and CCS are dedicated to providing scholars and families with an online learning environment that can meet an individual scholar's needs. CCS is designed and organized to serve scholars in grades 6-12 who reside in Alameda County and its contiguous counties and have chosen an independent educational setting for any of the following reasons:

- Individuals who are self-directed and choose a wider range of academic options.
- Family relationships, personal beliefs and values, and families who prefer virtual instruction.
- Family schedules (i.e. sports, actors, military, extracurricular activities).
- High-risk/at-risk for successfully achieving high school graduation or equivalency.
- Health reasons prohibit them from attending normal classroom programs.
- Scholars of all ability levels seeking additional academic and learning opportunities.
- Scholars that may have faced challenges such as bullying in traditional settings.

- Scholars with responsibilities such as work schedules that do not fit in an 8am-4pm schedule.
- Scholars from various backgrounds and ethnicities.
- Scholars that might otherwise choose to drop out of school due to scheduling issues.

Over the years, REALM has seen a number of students that would have benefitted from an online option for all of the same reasons stated above. With this partnership, REALM will be able to retain more students and keep them on pace to graduate. Similarly, if a student is enrolled in the Compass online program through REALM and begins to struggle academically, Compass can now offer those students a seat-based program with more, daily oversight.

REALM and Compass will work together to support all students.

PLAN FOR ENGLISH LEARNERS, (Seat-based and Online)

English Learners (EL) have full access to REALM Charter School’s educational program and are supported to achieve English language proficiency. To identify ELs, REALM and CCS will administer the home language survey to all students as they enroll. All students whose home language survey indicates a language other than English are assessed using the English Language Proficiency Assessments for California (“ELPAC”) to determine their English language proficiency level. Students observed to have very low English proficiency may also be administered a primary language assessment in their non-English language to identify their academic levels irrespective of English proficiency. We now have a full-time ELPAC coordinator on staff to coordinate the above activities.

The ELPAC is administered annually to EL students. In accordance with the process established by the California Department of Education, a combination of the REALM Charter School’s annual ELPAC and CAASPP data, teacher observations and optional parent input determine their English Language Development (ELD) levels and reclassify EL students as English proficient when appropriate. Once an English Learner is identified, a conference is scheduled with the parent to outline the instructional program, the teacher’s role in its implementation, and the teachers’, parents’ and Charter School’s role in providing support. REALM and CCS will continue to monitor the student’s performance in English for at least two years after they have been reclassified as fluent in English.

For online students at CCS, ELPAC testing is managed by the Assessment Coordinator and administered by local staff to assess English proficiency level if the home language survey indicates a language other than English. All CCS academic teachers have been trained to administer the ELPAC to support the various locations of the scholars.

EL PROGRAM

REALM Charter School provides a quality EL program that enables EL students to attain English proficiency, to achieve in all academic subject areas, and to have full access to the range of educational opportunities that REALM Charter School provides. To help students understand content being taught, teachers use support strategies such as providing instructional material at or near students’ reading levels in their native language and/or in English, explicitly teaching academic vocabulary, and using appropriate instructional strategies such as Specially Designed Academic Instruction in English (SDAIE) methods.

CCS teachers also use SDAIE strategies to make the academic content more accessible for EL scholars by scaffolding scholars to higher-order reasoning and to assess learning. Scholars

build upon their prior knowledge, and take advantage of linguistic and context clues to better understand the content of lessons. CCS's team uses a variety of groupings (individual, small, & large) to provide the additional language support so that scholars are better able to access the instructional content

These include strategies for scaffolding, schema building, text representation, etc. (e.g., using clear, slow speech and simpler vocabulary to explain grade level content, visual and kinesthetic instructional modes, graphic organizers, etc.). English Language Arts teachers have been trained in Dr. Kate Kinsella's teaching academic vocabulary for EL students. Tutoring and homework help give EL students additional support to keep pace. Teachers participate in professional development to develop the skills needed to effectively serve EL students.

REALM and CCS will provide formal English Language Development instruction to identified EL students, either in a "pullout" program during the school day, integrated within the classroom, or as a program outside of school hours, as appropriate to students' ELD levels and individual needs. Instructional support staff and volunteers may provide support in the native language and/or in English as is feasible and desirable.

To ensure that the school effectively assists EL students in a successful transition from Limited English Proficient (LEP) to Fluent English Proficient (FEP) status, REALM Charter School:

- Places EL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD certification or its equivalent
- Provides teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of EL students
- Ensures that instructional materials for EL students and curriculum frameworks and standards are aligned
- Provides instructional support in the home language (as appropriate) or in accessible English for students with the lowest ELD levels as is feasible and desirable
- Monitors the progress of EL students

REALM Charter School has hired CLAD or BCLAD certified, experienced teachers and work with other EL specialists as appropriate to develop effective programming. Teacher professional development will address strategies to provide EL students with full access to the curriculum.

REALM and CCS will make all teachers aware that raising EL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in their CAASPP results and state accountability systems, e.g. the California School Dashboard. Instructional staff monitors progress of ELs throughout the year to ensure that students are on track for meeting growth goals. REALM and CCS will comply with all applicable laws with respect to English Learners, including those pertaining to identification, provision of services, assessment, and reclassification whether in our seat-based or online programs.

REALM and Compass School-wide Plan for ELL's

Objectives	Action Steps	Process to monitor Progress	Responsible Party	Timeline
<p>Increase reclassification of English Language Learners by 10%</p>	<p>Early identification of EL scholars during the enrollment process</p> <p>EL scholars will receive targeted support in all areas, as needed through small group instruction and implementation of the MTSS framework</p> <p>Scholar progress in English/ELA courses will be monitored in collaboration with teachers</p>	<p>Weekly reports of home language survey and review of ELAS in Calpads</p> <p>Attendance in Small Group Instruction as part of MTSS framework</p> <p>Communication with families, teachers, and tracking system to document progression (course progression charts and SIS tracking)</p>	<p>Enrollment Department</p> <p>Scholar Success Coordinator</p> <p>Counselors</p> <p>Teachers</p>	<p>Ongoing</p>
<p>Increase Professional Development opportunities for staff on English Language Acquisition</p>	<p>Research professional development opportunities that target EL acquisition</p> <p>Schedule and plan EL Professional opportunities during the summer and prior to ELPAC testing</p> <p>Create resources for teaching staff and parents to support EL scholar academic needs</p>	<p>Professional Development Schedule</p> <p>Website updates</p>	<p>Teachers</p> <p>Counselors</p> <p>Third Party Tutoring</p>	<p>Annually</p>

Scholars will progress from “nearly meeting standards to “meeting standards”	Analyze EL scholar test results from CAASPP, reading assessments, and internal diagnostics. Discuss how to use results to drive instruction and implement strategies Planning and scheduling assessments in order to produce evidence of scholars’ growth and mastery in literacy skills	SIS reports and resources to document CAASPP and internal assessment results Course progression charts, Study Island usage, worksheets/lessons, Virtual Learning passage Assessment Participation numbers	Academic Coordinators Academic Directors Teachers	Ongoing

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING

REALM and CCS will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students.

Traditionally, low achieving students have been identified by using state measurements, formerly the STAR test, and currently the CAASPP and other applicable state tests. Unfortunately, state testing is summative and is usually received at year’s end. Currently, we use teacher’s grades, progress reports, quarterly grades, student surveys, self-assessments, and other formative data to identify the highest-need (as identified by low grades, high absenteeism, disciplinary issues and suspendable offenses) students earlier in the school year.

First, these students are identified by their advisor, who works one-on-one with the student to develop a support plan. Second, if problems persist, one of our support staff is contacted and brought in to develop a more comprehensive plan. The support plan(s) may include mental health support, focused academic support (study hall), after-school one-on-one meetings with teachers, office hours, parent meetings on a quarterly basis, etc.

We also provide summer school for students who have not passed classes, and credit recovery that need to make up additional credits during the school day.

Additional Student Support Low-Income Students (Online)

With the assistance and support of our instructional teams, coupled with various partnerships such as **ThinkingStorm** for tutoring, our level of support for scholars continues to increase. Our scholars are being provided with the resources and tools they need to be successful on state mandated tests, in the classroom, and outside the classroom. These scores, while not always reflecting large increases, allow staff to provide focused, individualized and personalized support to each scholar, part of our mission and vision for the Charter School. Our families agree that the level of support provided by teachers and staff is a great asset at Compass. Through a recent poll in **ParentSquare**, 94% of parents who responded either strongly agree or agree that after attending Compass, they are confident that their scholar has the ability to learn and succeed in School.

In addition to a strong academic program, we expanded and enhanced the supports CCS provides scholars. Expansion stemmed from feedback from scholars and parents, as well as a review of data from assessments, graduation rates and more:

Through the Counseling Services Department, created in 2015, every scholar in grades 6-12 is assigned a counselor. The counselor provides support on academic, social/emotional, and college and career readiness. Seniors eligible to graduate has increased by five percent between 2016-17 and 2017-18, which is significant because a considerable number of our scholars are considered at risk of dropping out when they come to us. There has also been significant growth in the number of scholars who have participated in our Accelerated Course Options Program (“ACOP”), allowing them to complete work at an accelerated pace in order to add courses and recover course credits.

The Scholar Success Coordinator position was added during the 2017-18 school year, to provide assistance to scholars through our Response to Intervention (“RTI”) program. For the 2018-19 year, the focus of the position has been focused on building the Multi-Tiered Systems of Support (“MTSS”) program to support our scholars. The MTSS program is a major initiative meant to support our scholars based on state-mandated test results, results from our internal diagnostics, and referrals from our staff. A recent feature of MTSS has been weekly English and math small group support for scholars, based on their tier Ranking.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Traditionally, high achieving students have been identified by using state measurements,

formerly the STAR test, and currently the CAASPP and other applicable state tests. Unfortunately, state testing is summative and is usually received at year's end. Currently, we use teacher's grades, progress reports, quarterly grades, student surveys, self-assessments, and other formative data to identify students who are high achieving earlier in the school year.

First, these students are identified by their advisor, who works one-on-one with the student to develop a plan to remain challenged in school, to accelerate within a specific discipline, and to be better prepared for college. Some examples of this include honors classes, AP classes, community college classes using a modified schedule aligned with community college schedules, internships, collaboration with UC Berkeley students and departments, PSAT testing on site, semester-long SAT prep classes, etc.

PLAN FOR STUDENTS WITH DISABILITIES

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 Education Improvement Act ("IDEA").

REALM Charter School shall be its own local educational agency ("LEA") and shall maintain membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA"). REALM Charter School shall receive state and federal special education funding pursuant to the SELPA's local allocation plan and shall use these funds, supplemented with the Charter School's general-purpose funds, to both directly provide and contract for special education and related services for eligible students. REALM Charter School is solely responsible for all of its special education costs, including those that exceed its special education revenues.

Additional Support Plan for Students with Disabilities (Online)

The Exceptional Scholar Services (ESS) team at CCS provide the support and information special needs scholars require to be active and effective participants in their own learning. Compass ESS team serves all disabilities (physical, cognitive, behavioral and emotional).

Scholars whose IEPs specify the need for specialized academic instruction (SAI) have services provided by the school's special education teachers. The special education teachers adapt content, methodology, or delivery of instruction, as appropriate, to address the unique needs of the scholar. SAI also supports the scholar's access to the general curriculum. For other services such as speech, OT, PT and other services beyond SAI, CCS contracts with outside service providers to provide services to the scholars. The Director of Exceptional Scholar Services coordinates and monitors these services to assure CCS scholars are receiving the required services.

Family, school and community partnerships are important in ensuring a child's success in school. CCS supports families, professionals and other community members in working together to improve outcomes for scholars with disabilities. Similar to our Counseling Services Department, our Exceptional Scholar Services Department has grown each year.

The El Dorado County Charter SELPA is responsible for oversight to ensure that REALM and CCS are compliant with all federal and state laws and regulations pertaining to students with disabilities.

SECTION 504

The Charter School understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the Charter School will be responsible for planning and implementing any such accommodations or services.

VOLUNTARY INDEPENDENT STUDY OPTION

REALM will continue to focus all recruiting efforts for the seat-based program. As prospective families contact REALM staff, together they will determine the appropriate placement. More often than not, the families that might select independent studies are families with a long history of homeschooling, chronic bullying, anxiety, and/or an emergency in the family and they are in need of a temporary change to their placement. Occasionally, at the high school, we have students that are both credit deficient and for numerous reasons have to work part-time to support their family. These students are also candidates for independent studies.

The biggest strength for combining two schools with these program offerings is that if one option is not working for a family we can move them to the other program, and keep the student on track to graduate.

While the Charter School will remain a classroom-based program, it will offer a voluntary independent study option for students. In this respect, the Charter School shall comply with independent study laws and regulations including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705, as applicable. The Charter School will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

Compass Charter Schools (CCS)⁸

CCS is designed and organized to serve scholars and families who have chosen an independent study program that can meet an individual scholar's unique needs. CCS educates scholars with a wide range of learning styles that allow for flexibility in pacing and that are aligned with the California content standards, which include the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Standards, English Language Development ("ELD") Standards, and any other applicable state content standards. Enrollment in CCS is contingent on the parent and scholar signing the Master Agreement in acknowledgement of the responsibilities as outlined in the Master Agreement.

REALM shall comply with all applicable independent study laws and regulations including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 11963-11963.7. These laws require, among

⁸ Online program is explained comprehensively

other things, that REALM shall operate pursuant to an adopted independent study Board policy and each student will have a master agreement.

REALM will offer the same number of instructional minutes as set forth in Education Code Section 47612.5(a) for the appropriate grade levels and will operate for the required minimum of 175 days as set forth in the California Code of Regulations, Title 5, Section 11960. CCS will maintain written records that contemporaneously document all student attendance and make these records available for audit and inspection.

REALM will ensure at least 84 percent of the instructional time at the high school and 95 percent instructional time at the middle school offered by REALM shall be at schoolsites, and REALM shall be require the attendance of all pupils for whom a classroom-based apportionment is claimed at the schoolsite for at least 84 percent of the minimum high school instructional time and at least 95 percent of the minimum middle school instructional time required to be offered pursuant to paragraph (1) of subdivision (a) of Section 47612.5.

REALM Charter School's voluntary independent study program shall be open to scholars in grades 6th through 12th grade. Upon enrolling, the Enrollment Team will verify the program scholars wish to enroll in: the classroom-based program or independent study program. The Enrollment Team will ensure prospective scholars and families understand the differences of both programs, as well as expectations, while ensuring that not more than 16% of the total enrollment at REALM High School, and not more than 5% of the total enrollment at REALM Middle School, is part of the independent study program⁹.

REALM online students will be invited to participate in all seat-based activities including: clubs, sports, and mental health services. REALM online students will be held to the same graduation requirements and they are welcome to transition back to the seat-based program so long as it is done on the marking periods (quarterly).

Master Agreement

Pursuant to Education Code Section 51747, enrollment in REALM is contingent on scholar, parent, and teacher signing a Master Agreement Form ("MA") prior to the first day of class each year. This is a legal document and must be signed, dated, and returned to REALM. Parent and scholar will not have access to the curriculum until the MA is signed and returned. Failure to sign and return an MA within the first three (3) days of starting courses will result in the withdrawal of the scholar from REALM. The signed MA is the agreement that parent and scholar wish to continue enrollment in REALM. All scholars enrolled in Independent Study must sign a new Master Agreement each year. Attendance is important for the success of a scholar. If a scholar does not attend school, then a scholar cannot succeed in their courses. Attendance at an independent study school looks very different than a brick and mortar school.

⁹ Compass and realm are committed to enrolling no more than 5% of its students in independent study in middle school, and no more than 16% for high school

Diversity

REALM and CCS are committed to diversity across the staff and teaching teams. Embarking on a new geographic region, CCS recognizes that it will rely on REALM's expertise to recruit and hire a diverse teaching team that closely reflects the scholar body it will be serving in Alameda and the contiguous counties. Moreover, CCS will look to the current REALM teachers and leadership teams to assist CCS with its outreach, curriculum design, and professional development as it relates to culturally relevant pedagogy, ELL supports, communication, and hiring. Current REALM teachers and staff will have priority when interviewing for opening positions.

Online Student Experience

Analyzing data is valuable and allows us to make informed decisions that benefit our scholars. Utilizing resources provided by the state and state-sponsored organizations helps in collecting and analyzing results. The value in this data is that it helps CCS focus and refine our program to enhance and expand the educational experience for our scholars, so that we can continue to provide individualized instruction and make data-driven decisions.

To continue fostering early academic planning we have increased the tools and resources available to our scholars.

To help our scholars graduate, we:

- Provide qualified academic content teachers.
- Assign every scholar in grades 6-12 a supervising teacher who has the important role of making sure that they are turning in work consistently, and progressing at a rate that will allow them to graduate.
- All 6-12th grade scholars are assigned a counselor who will assist in course placement, meeting graduation requirements, and exploring college options.
- Have implemented a graduation tracking program that allows scholars and learning coaches to stay knowledgeable regarding the scholar's path to graduation.
- Understand that while graduation happens in twelfth grade, preparation must start in 6th grade.

It is vital to consider that many of our scholars come to us credit deficient and discouraged with their educational experiences. CCS encourages and supports our scholars to complete their degree, even when outside pressures such as work and family obligations put their education in jeopardy. CCS has seen our dropout rate fluctuate, ending lower than when the school started. CCS has also seen the cohort graduation rate rise steadily.

A typical week of an Online CCS Scholar

We encourage scholars to set a schedule for their week, one that works with their individual commitments and responsibilities. Though scholars have the flexibility to choose the time frame

in which they study, our courses are on a semester system. Scholars finish their courses within the semester by following the teacher-created pacing plan for each course. Scholars need to make daily progress in their courses to finish by the end of the semester. Scholars take five to six classes per semester. Moreover, all scholars must meet their teachers in a Learning Lab once per week for a total of five “live” hour-long sessions per week.

Regardless of when a scholar starts his or her daily learning, those utilizing our online program typically start by logging on to get assignments, networking with teachers and classmates, and checking for subject matter lesson sessions for their courses. Scholars turn in assignments daily or as appropriate, take tests and quizzes, and submit papers and projects through our secure Learning Management System (LMS). Scholars’ progress and grades can be viewed 24/7 so that both scholar and Learning Coach (parent) are always aware of their progress.

Every CCS teacher conducts at least one, one-hour virtual classroom sessions of direct instruction for their class every week, known as “Learning Labs.” Scholars attend these either synchronously or asynchronously. The combination of our Learning Labs and Q&A sessions allow our scholars to interact live with their teachers, up to ten hours a week, and more if they schedule appointments with their teachers.

Through their virtual interactions, scholars develop and pursue friendships, both during official virtual sessions and their participation in scholar-led clubs, monthly field trips, and school-sponsored activities. Extracurricular school-sponsored events allow scholars to meet and build friendships based on mutual interests. In addition, many scholars pursue sports, music, and other activities in coordination with local organizations and local schools.

Scholars work collaboratively with their teachers and Learning Coach in creating a plan that will allow them to complete all courses by the end of the semester. Some scholars may spend an entire week concentrating on math or history; others work on all their courses throughout the week.

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

REALM Charter School students, as educated people in the 21st century, demonstrate the following skills:

- Intellectual openness: The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence.
- Analysis: The student identifies and evaluates data, material, and sources for quality of content, validity, credibility, and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.
- Inquisitiveness: The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning.

- Reasoning/Argumentation: The student constructs well-reasoned arguments or proofs to explain phenomena or issues; utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accepts critiques of or challenges to assertions; and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- Interpretation: The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation.
- Problem solving: The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems that require method-based problem solving.
- Creativity and Innovation: The student demonstrates originality and inventiveness in work by developing, implementing, and communicating new ideas to others; is open and responsive to new and diverse perspectives; and acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.
- Critical Thinking: The student exercises sound reasoning in understanding, making complex choices and decisions, understanding the interconnections among systems, and identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Collaboration: The student articulates thoughts and ideas clearly and effectively through speaking and writing, while demonstrating ability to work effectively with diverse teams. The student will also exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal and assume shared responsibility for collaborative work.
- ICT Literacy (Information, Communications, and Technology): The student uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy; uses technology as a tool to research, organize, evaluate, and communicate ethical/legal issues surrounding the access and use of information.
- Media Literacy: The student understands how media messages are constructed, for what purposes and using which tools, characteristics and conventions; examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

HOW LEARNING BEST OCCURS

Learning at REALM Charter School best occurs in a small school environment where students are engaged in a rigorous, Common Core State Standards (“CCSS”)-aligned curriculum taught by a quality and diverse teaching faculty, and students are provided the additional support they need to master the curriculum and gain the life skills necessary for success. REALM Charter School provides a safe, caring, high expectation/high support environment that presents and monitors rigorous academic curriculum. The small school setting allows students, teachers, and staff to develop the common bonds and positive relationships that are conducive to a highly effective teaching and learning environment. REALM Charter School’s personalized approach, including an advisory program, enables each student to develop his/her individual potential to the fullest in a challenging environment.

Moreover, learning is enhanced at REALM Charter School by the integration of Common Core State Standards and other State Content Standards, including the English Language Development (“ELD”) Standards, Next Generation Science Standards (“NGSS”), History-Social Science Content Standards, and any other applicable state standards (hereinafter, collectively “State Standards”), into the education program, which is a student-centered, project-based model. Our educational program is based on the research of many educators and policy-makers and the veteran experience of our leadership and staff who have worked extensively with similar populations of students in traditional and alternative middle and high school programs in Berkeley and various other communities with similar demographics. The curriculum of project-based learning, immersive technology, and community action prepares students with authentic, “real-world” experiences. The instructional program is continuously monitored and improved as student needs change with data driving modifications to our instructional practices.

Compass Charter Schools (CCS)¹⁰

CCS provides scholars with a demanding education program and fully credentialed teachers. CCS is committed to establishing high standards and expectations for all scholars. CCS’ courses have been designed to meet today’s rigorous academic environment and follow an objective-based learning structure in accordance with state and common core standards. The online high school curriculum is A-G accredited.

Our self-paced virtual curriculum will foster and develop a love of learning in each scholar by providing an engaging State Standards-based curriculum with real world connections that is flexible enough to fit all schedules. This rigorous education shall provide a wide variety of content regardless of ability level, and strives to ready scholars for the next grade level.

CCS’s curriculum shall be effective in meeting the individual needs of its scholars because our teachers practice three key principles of effective virtual pedagogy.

1. Let the scholars do the work: First, our scholars work in a self-paced, independent study environment. During Learning Labs or Q&As, you will rarely see our teachers practice “I talk, you listen.” Instead, CCS teachers are facilitators of learning. They are guides to helping their scholars learn for themselves and then demonstrate what they have learned. This helps keep the content relevant. Our teachers practice the following types of teaching strategies that model this principle: Scholar-led discussions, peer to peer learning, inquiry-based instruction, case study analysis, individual and group projects.

2. Interactivity is the heart and soul of asynchronous learning: Our scholars participate in an abundance of writing assignments and activities. Whether, it’s posting to message boards, microblogging, research papers, essays, or lab write ups, scholars are asked to interact in a variety of ways with their teacher, their peers, web browsing, and in small group breakout

¹⁰ Online program is explained comprehensively

sessions during learning labs. This type of interactivity allows scholars to learn in their own ways.

3. Create a sense of presence: Our teachers connect with their scholars by establishing a sense of community and trust. This is done by allowing scholars to get to know each other through assignments or class discussions or projects (*Three Principles of Effective Online Pedagogy, Journal of Asynchronous Learning Networks, (2010) Volume 14, Issue 1 Bill Pelz*)

Researchers advocate virtual learning for instructional effectiveness because scholars have 24/7 access to learning, are exposed to a variety of learning modes, and because scholars can control their pace of learning.

All of our unit lessons are followed by assessments, ensuring that each scholar has mastered content before moving on. The assessments are integrated with planning and progress tools, making it easy to find the right pace by subject and to stay on track. This unique, individualized approach allows each scholar to go as fast or slow as needed as long as they follow the pacing guides, keep track of semester end dates, and follow instructions provided by their teachers. Scholars in grades 6 through 12 will submit their assignments, tests, and quizzes online through our LMS. Both scholar and learning coach are able to see real time updates on progress and grades in all of their courses.

Again, with the combination of both programs, REALM and Compass will be able to work collaboratively to support a wide-range of learners in a rigorous environment. The goal of both organizations is to bring forward the very best practices in both programs in order to ensure students graduate ready for college life and beyond.

INSTRUCTIONAL PROGRAM

REALM Charter School offers an intensive, UC A-G course approved college preparatory program integrating academics, technology, research, resiliency, and social action with site-based matriculation. The REALM Charter School instructional program has been accredited by Western Association of Schools and Colleges (WASC) and its college preparatory courses have been approved by the University of California (A-G) course approval system. We seek to develop in each student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This is accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem solving.

Our program uses the following core strategies:

- **Rigorous and relevant curriculum** throughout the students' schedule that meets the California State University and University of California's "a-g" requirements.
- **Personalized learning approach** that focuses on identifying and meeting the individualized needs of every student – through a small school approach, level testing, personal learning plans, a student advisory, and supplemental support.
- **Supplemental educational support** that meets after school, in the evenings, and/or during summer to allow for students on various levels to seek additional understanding and support.

- **Small school environment** with an enrollment of approximately 300 students for grades 6 to 8, and 400 students for the grades 9 through 12 at full capacity.
- **Student Support Team (SST)** with years of experience in dealing specifically with Berkeley students struggling academically and/or behaviorally as well as disinterested students working below their potential. The SST will focus on “barriers to learning.” Some examples are homelessness, employment, substance abuse, pregnancy prevention, and courts/probation to name a few.
- **Integrating community-based organizations (local and regional)** that provide mentoring, health/sex education, job training and placement, sports and other after school activities.

Student-centered teaching and learning is implemented through a focus on project-based learning in all subjects and grade levels.

For over 100 years, educators such as John Dewey have reported on the benefits of experiential, hands-on, student-directed learning. Most teachers, knowing the value of engaging, challenging projects for students, have planned field trips, laboratory investigations, and interdisciplinary activities that enrich and extend the curriculum. “Doing projects” is a long-standing tradition in American education.

The roots of Project Based Learning (PBL) lie in this tradition but now also reflect two important developments over the last 25 years. First, there has been a revolution in learning theory. Research in neuroscience and psychology has extended cognitive and behavioral models of learning—which support traditional direct instruction—to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied. We now know that social activity enhances learning: learning outcomes tend to increase when more explicitly situated within the context of culture, community, and past experiences, as in PBL. This is apparent in research on problem-based learning in the medical field, an important forerunner of PBL, and is also now solidly supported in research on brain-based learning, that is, research examining cognitive structures and processes of learning.

Research shows that, in PBL, learners actively use what they know to explore, negotiate, interpret, and create. They construct solutions, thus shifting the emphasis toward the process of learning. In addition, cognitive research has revealed much more about the nature of problem solving. Education has benefited from this research, as teachers have learned how to effectively scaffold content and activities to amplify and extend the skills and capabilities of students.

In addition to aligning with the above developments in learning theory, PBL also aligns with how the world has changed. Nearly all teachers understand how the industrial culture has shaped the organization and methods of schools in the 19th and 20th centuries, and they recognize that schools must now adapt to a new century. It is clear that children need both knowledge and skills to succeed. This need is driven not only by workforce demands for high-performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens.

In a sense, the need for education to adapt to a changing world is the primary reason that PBL is increasingly popular. PBL is an attempt to create new instructional practices that reflect the environment in which children now live and learn. And, as the world continues to change, so does our definition of PBL. The most important recent shift in education has been the increased emphasis on standards, clear outcomes, and accountability.

PBL engages students as active agents in the learning process and is characterized by recurrent cycles of analysis, synthesis, action, and reflection. The topic being studied usually integrates concepts from multiple disciplines or fields of study. Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. PBL is widely believed to be a powerful teaching strategy that promotes self-directed learning. This pedagogical approach is part of a revolutionary paradigm shift from traditional to constructivist approaches of teaching and learning.

REALM Charter School has collaborated with Project H Design and the Buck Institute for Education, using protocol and unit-planning tools to create strong projects that:

- Tap students' inherent drive to learn, their capability to do important work, and their need to be taken seriously by putting them at the center of the learning process;
- Meet the needs of learners with a range of learning styles and skill levels;
- Engage students in the central concepts and principles of a discipline. The project work is central rather than peripheral to the curriculum;
- Integrate disciplines by focusing on themes, issues, and deeper investigations of topics from local to global;
- Highlight provocative issues or questions that lead students to in-depth exploration of authentic and important topics;
- Use 21st century tools and skills, including problem solving, communication, collaboration self-management, project management, and technology use;
- Develop higher order thinking skills;
- Specify products that solve problems, explain dilemmas, or present information generated through investigation, research, or reasoning;
- Include multiple products that permit frequent feedback and consistent opportunities for students to learn from experience;
- Use performance-based assessments that communicate high expectations, present rigorous challenges, and require a range of skills and knowledge;
- Encourage collaboration in some form, either through small groups, student-led presentations, or whole-class evaluations of project results;
- Involve, at times, parents and community members in the educational process, often leading to more support for the school and a better understanding of the needs of students;
- Promote teacher collaboration; and
- Create a high-performance school culture that values both rigor and relevance.

COMMON CORE-FOCUSED PBL

In Common Core-based project-based learning, students are pulled through the curriculum by a Driving Question or authentic problem that creates a need to know the material. The Driving Question is tied to content standards, and assessment is explicitly designed to evaluate the students' knowledge of the content. In an era of standards-based accountability, instructional methods must incorporate high standards, rigorous challenges, and valid assessment methods. PBL is an effective vehicle for standards-based instruction and assessment, with many additional advantages described above. REALM Charter School works with Project H Design and the Buck Institute for Education to create a school-wide planning process for projects. This process continues to evolve as the instructional staff observes over time what is most effective with the target student population.

PBL runs the gamut ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. At REALM Charter School, projects may take several days or several months. To date, they have included the design and construction of two tiny homes, the school library, laser-etched skateboards, public furniture, a shipping container classroom, and collaborations with the California College of the Arts and the UC Berkeley College of Engineering, and more.

PBL is REALM Charter School's core strategy for delivering Common Core-based instruction.

Compass Charter School Curriculum

StrongMind is a digital curriculum that offers rigorous, engaging content, with leading-edge assessments, advanced reporting and analytics to provide the best digital learning experience possible. As a recipient of Emmy® Awards and 60+ other awards, StrongMind's 6–12th grade digital courseware is filled with videos, stories, virtual reality, illustrations and interactive content to help scholars truly enjoy learning.

The StrongMind curriculum has been developed to facilitate asynchronous learning. Asynchronous learning gives scholars the flexibility to take their courses at their own pace and on a schedule that works with their individual needs. Scholars in a StrongMind course can work on their lessons at any time on any day during the course time frame and are not bound to traditional school time frames. Compass' online teachers provide support in various ways. One of those ways is via live online classes for scholars, called Learning Labs. Teachers strongly encourage scholars to attend the Learning Labs. These classes are also recorded and accessible for scholars to view at a later time. In addition, teachers provide Q & A sessions for each course for additional support. Finally the teachers post office hours so that scholars who need further assistance can make an appointment with their teachers.

The StrongMind LMS captures real-time data of scholar performance, aggregates it, and displays it for teachers on each scholar's dashboard. Each course has its own dashboard, displaying the data for all scholars in the course on rows in the dashboard. Whenever a teacher refreshes the dashboard, it refreshes and presents the most recent data.

Arts

The Arts provide the invaluable expressive element that connects and enhances all subject areas at CCS, and is an integral aspect to all learning. Our mission is to inspire and develop innovative and creative learners. CCS believes that the arts nurture a curiosity for lifelong learning.

Sciences

CCS also strives to inspire scholars to appreciate the ways in which the sciences nurture a curiosity for life-long learning. Science celebrates the wonder of human inquiry and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Our web-based classrooms take on the feel of "labs" and are known as "Learning Labs"

because of the investigative and inquiry-based teaching practices that CCS teachers emphasize throughout its curriculum. Additionally, CCS offer a science club in the middle school and wet labs at the high school for our lab science courses.

Blended Learning Wet Labs

CCS is one of the few independent study virtual charter schools to have its biology, chemistry, and physics labs A-G accredited. As a result, our biology, chemistry, and physics courses offer a blended learning component. Scholars will complete their course work for their biology, chemistry, and physics courses as they do the rest of their classes. The goal of these labs is to provide scholars with the science lab experiences that will prepare them to meet the demands of university laboratory courses.

Web-based Virtual Classrooms

Our teachers will host live synchronous web-based classroom instruction, or Learning Labs, up to one hour a week for each subject to conduct State Standards-based instruction. These lessons will be used to introduce new content, build on the prior knowledge of the self-paced work scholars are completing through the LMS, do test prep, review for tests, and answer scholar questions. Teachers will often conduct breakout sessions during the live sessions to allow scholars to participate in group activities, discussions, or projects. Teachers will also hold open office hours, or Q&A sessions, for each course once a week and be available to meet with scholars and learning coaches by appointment when necessary. This type of individualized assistance is what sets CCS apart from other virtual programs.

REALM CURRICULAR PROGRAM: Grades 6-8

REALM Charter School's curricula is carefully planned to align with the State Standards in each of our core areas of English/language arts, math, science, and history/social science for grades 6 through 8.

- Students experience multiple-year exposure to content rather than stand-alone one-year courses. Our curriculum is built on the belief that understanding develops over time from exposure to ideas and concepts. This approach supports even the least academically successful students in obtaining both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects. At REALM Charter School, concepts gradually progress from simple to more complicated. The curriculum section below illustrates how this functions in the content areas.

REALM COMMON CORE CURRICULAR MATERIALS: Grades 6-8

REALM Charter School uses a combination of textbooks and non-textbook based resources, supplemented by project-based curriculum. Specifically, REALM Charter School uses the following textbooks and core math and science programs for its middle school program:

- *College Preparatory Math (CPM)*
- *NY Engage Math*
- *Full Option Science System (FOSS)*

ENGLISH

REALM Charter School's middle school English curriculum is based on Common Core ELA/ELD frameworks and emphasizes the development of skills and strategies students need to be competent readers, writers, and speakers for college level work. REALM Charter School uses a workshop format to develop students' skills in these areas, following Lucy Calkins' Reading and Writing Workshop, tailored to the Middle School level. As appropriate, instructional strategies may also include direct skills instruction and application in projects.

Reading and Writing Workshop is a strong vehicle for English instruction for the target student population. Reading Workshop places a premium on connecting students with books they love, by helping them find topics, genres, and authors they like and by having them read at the appropriate reading level, not a level that is frustratingly easy or hard. Writing Workshop emphasizes writing for a purpose and finding voice as authors. These formats are highly engaging to students and offer the personalization needed to help students progress faster than they would in a homogenous curriculum. All classrooms have leveled reading libraries, and this year a greater emphasis has been placed on nonfiction, memoir, and technical reading materials.

REALM Charter School administers a quarterly reading diagnostic and conducts a writing interview evaluated with a rubric at the beginning of the year. REALM Charter School students are trained to do reading and writing self-assessments, reflecting upon their identities as readers, their progress and their new learning goals. Informal assessment on these components occurs daily as teachers observe students reading and interact with them in small-group strategy sessions and one-on-one conferences. REALM Charter School rubrics reflect high standards for content, style, and conventions in writing. Students' growth in writing over time is documented in the student writing portfolios, which again should show improvement in content, style, and conventions as well as mastery of an increasing number of strategies and genres.

The English curriculum provides the core of reading and writing instruction, but these skills are also supported across the content areas as students read and write in genres specific to other disciplines. Students read and write as part of projects, another strategy that increases opportunities to read and write for authentic purposes, so that the work is meaningful to them, and they develop a greater sense of the value of reading and writing. English teachers collaborate with other teachers to align writing instruction in English with that done in other disciplines.

MATHEMATICS

REALM Charter School's middle school mathematics curriculum is based on Common Core standards and follows an integrated curriculum sequence using College Preparatory Math (CPM) *Making Connections* courses 1 and 2 and *Algebra Connections* course 3. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.
- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS Standards for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM's broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).

All of the materials were designed to implement the vision of Middle School mathematics portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics (1989) and Professional Standards for Teaching Mathematics (1991). The completed curriculum and the instructional and assessment practices it supports align well with NCTM's Principles and Standards for School Mathematics (2000). Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and that, in turn, enables them to make sense out of new situations and problems.

These traits of CPM make it a strong choice for the target population. Placing math concepts in real life contexts is engaging to students and gives them a reason for learning math. The emphasis on sense making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension supports such as explicit content vocabulary development to make the reading accessible. Further, students who might otherwise struggle will be placed in supplemental Math Support classes taught by the same teacher, to provide ongoing support.

HISTORY/SOCIAL SCIENCE

Social studies instruction for grade 6 to 8 students is based on Common Core standards and embeds content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program emphasizes the History and Social Sciences Analysis Skills in the Common Core standards for grades 6-8. The main goals of the social studies program overall are to help students to build a common base of essential knowledge, strengthen academic skills – especially those skills pertinent to social science disciplines, enhance appreciation of the human experience, and foster critical thinking. Ideally REALM Charter School students develop improved abilities to identify and assess the 'how and why' of our world and the human condition. The social studies curriculum is designed with both a whole 6-12 grade-level humanities arc in mind. The curriculum explores key historical developments, but with emphasis upon a shared set of analytical skills, the History and Social Sciences Analysis Skills in the Common Core standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities emphasize projects and also include simulations, debates, speeches, research papers, and other written assignments. REALM Charter School identifies key content standards taught for mastery through deeper exploration. REALM Charter School draws on textbooks from the Teachers Curriculum Institute, which aligns well with the school's instructional philosophy. These include the *History Alive!* textbook. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs, and varied assessment

modes. REALM Charter School draws on the California History Social Science Course Models and other resources in lieu of textbook material. These units are comprehensive of the standards; provide rich learning activities that are well aligned with REALM Charter School's instructional philosophy, and provide several strong authentic assessments embedded in every unit. Using this approach students examine the historical, cultural, and political circumstances leading up to that moment and then, taking on the roles of those who faced difficult choices then or must face them now, to make decisions.

Projects play an especially large role in history-social science instruction, and often, REALM Charter School teachers structure content from non-textbook based resources using the standards-based project planning process. These activities engage student interest and tap higher order thinking skills through inquiry, analysis, application, and cross-disciplinary thinking.

SCIENCE

REALM Charter School's middle school science curriculum is based on the Next Generation Science Standards (NGSS). The curriculum uses hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

REALM Charter School uses the Full Option Science System (FOSS), which is aligned to NGSS standards. FOSS has evolved from a philosophy of teaching and learning at the Lawrence Hall of Science that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.

Science is a creative and analytic enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into understanding of the natural and designed worlds. Engineers apply that understanding to solve real-world problems. Thus, the scientific enterprise is both what we know (content knowledge) and how we come to know it (science practices). Science is a discovery activity, a process for producing new knowledge.

The best way for students to appreciate the scientific enterprise, learn important scientific and engineering concepts, and develop the ability to think well is to actively participate in scientific practices through their own investigations and analyses. The FOSS Program was created specifically to provide students and teachers with meaningful experiences through engaging with this active participation in scientific practices.

FOSS K-8 Module Sequences

PHYSICAL SCIENCE		EARTH SCIENCE		LIFE SCIENCE			
MATTER	ENERGY AND CHANGE	DYNAMIC ATMOSPHERE	ROCKS AND LANDFORMS	STRUCTURE/ FUNCTION	COMPLEX SYSTEMS		
8 ↑ 8		Electronics		Planetary Science		Human Brain and Senses	
Chemical Interactions	Force and Motion	Weather and Water	Earth History	Diversity of Life	Populations and Ecosystems		
Mixtures and Solutions	Motion, Force, and Models	Weather on Earth	Sun, Moon, and Planets	Living Systems			
Measuring Matter	Energy and Electromagnetism	Water	Soils, Rocks, and Landforms	Structures of Life	Environments		
Solids and Liquids	Balance and Motion	Air and Weather	Pebbles, Sand, and Silt	Plants and Animals	Insects and Plants		
K ↑ K		Materials in Our World		Trees and Weather		Animals Two by Two	

PHYSICAL EDUCATION

REALM Charter School students take PE in grades 6-8. Most Physical Education (PE) classes are organized by grade level to accommodate the changing needs and abilities of growing adolescents. Consistent with our interdisciplinary philosophy, physical education is also integrated with other subjects throughout the year. REALM Charter School strives to offer non-traditional PE courses as well, including: Break Dancing, skateboarding, Tae Kwon Do, and more. The long-term goal of the program is to encourage every student to enjoy athletics and physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum develops a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems. Cardiovascular fitness is developed through periodic runs in which students keep track of their times and pulse rates. After a warm-up and stretch period, most classes focus on a particular sport. Additional sports elective courses are offered for students who wish to spend more time in physical education. The California Framework for Physical Education is an important resource for instructional planning.

FOREIGN LANGUAGE

REALM Charter School's foreign language program for grades 6 to 8 focuses on developing communicative ability in Spanish (introductory and Heritage speaker), incorporating the elements of speaking, reading, writing, listening, and culture. Acquiring verbal fluency and a working vocabulary receive high priority. An emphasis on grammar clarifies communicative intent. Activities engage students' interest and encourage lively discussion.

ART & DESIGN

REALM Charter School students take art and design courses as part of their elective wheel. The range of art and design electives include fine art, instrumental and vocal music performance, and design. REALM Charter School prioritize arts electives that align with its focus on design,

practical application and as a medium for communication, especially via specialized visual arts media. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity.

CURRICULAR PROGRAM: Grades 9-12

REALM Charter School's curriculum is demanding, coherent, and project-based with embedded Common Core standards. The REALM Charter School curricula consists of the following fundamental components:

- Fulfillment of UC and CSU "A-G" requirement by all students with grades of C or higher in order to receive course credit, with an emphasis on college-level, research and writing, Algebra II, Trigonometry, Statistics, and physical sciences with labs
- Only one track at REALM Charter School—a college preparatory curriculum that all students will be expected to achieve
- Project-based courses with mastery of subject matter required at each grade level
- Meaningful homework every night

REALM Charter School students take the required Smarter Balance assessments. REALM Charter School's curricula is carefully planned to align with the State Standards in each of our core areas of English/language arts, math, science, and history/social science for grades 9 through 12. All students receive PSAT prep support and we administer the PSAT on site.

Project-based learning is the primary instructional strategy at REALM Charter School, but not the only one. Some content is more effectively delivered using other methods, including many reading, writing, and numeracy skills. The content area sections below describe this, including the role of Lucy Calkins' Reader's and Writer's Workshop in the English curriculum. Moreover, traditional instructional methods may be used in any of the subject areas to accomplish a number of purposes, i.e., test-prep, variation of instructional methods to suit different types of learners, coverage of foundational/background information, and study skills, to name a few.

Students experience multiple-year exposure to content rather than stand-alone one-year courses. Our curriculum is built on the belief that understanding develops over time from exposure to ideas and concepts. This approach supports even the least academically successful students in obtaining both basic fundamental knowledge and advanced conceptual understandings of a wide range of subjects. At REALM Charter School, concepts gradually progress from simple to more complicated. The curriculum section below illustrates how this functions in the content areas.

CORE CURRICULAR MATERIALS: Grades 9-12

REALM Charter School uses a combination of textbooks and non-textbook based resources, supplemented by project-based curriculum. Specifically, REALM Charter School is using the following textbooks and core math and science programs for its high school program:

- *College Preparatory Math* (CPM)
- *Big Ideas* math curriculum
- *Living by Chemistry*
- *Principles of Life* (Biology)

ENGLISH

REALM Charter School's high school English curriculum is based on Common Core standards and emphasizes the development of skills and strategies students need to be competent readers, writers, and speakers for college level work. REALM Charter School uses a workshop format to develop students' skills in these areas, following Lucy Calkins' Reading and Writing Workshop, tailored to the high school level. As appropriate, instructional strategies may also include direct skills instruction and application in projects.

Reading and Writing Workshop is a strong vehicle for English instruction for the target student population. By high school, many students have disengaged from reading and writing because of a disconnect with the curriculum. Reading Workshop places a premium on connecting students with books they love, by helping them find topics, genres, and authors they like and by having them read at the appropriate reading level, not a level that is frustratingly easy or hard. Writing Workshop emphasizes writing for a purpose and finding voice as authors. These formats are highly engaging to students and offer the personalization needed to help students progress faster than they would in a homogenous curriculum. All classrooms have leveled reading libraries, and this year a greater emphasis has been placed on nonfiction, memoir, and technical reading materials.

REALM Charter School administers a quarterly reading diagnostic and conducts a writing interview evaluated with a rubric at the beginning of the year. REALM Charter School students are trained to do reading and writing self-assessments, reflecting upon their identities as readers, their progress and their new learning goals. Informal assessment on these components occurs daily as teachers observe students reading and interact with them in small-group strategy sessions and one-on-one conferences. REALM Charter School rubrics reflect high standards for content, style, and conventions in writing. Students' growth in writing over time is documented in the student writing portfolios, which again should show improvement in content, style, and conventions as well as mastery of an increasing number of strategies and genres.

The English curriculum provides the core of reading and writing instruction, but these skills are also supported across the content areas as students read and write in genres specific to other disciplines. Students read and write as part of projects, another strategy that increases opportunities to read and write for authentic purposes, so that the work is meaningful to them, and they develop a greater sense of the value of reading and writing. English teachers collaborate with other teachers to align writing instruction in English with that done in other disciplines.

MATHEMATICS

REALM Charter School's has implemented Common Core aligned Traditional Pathway. The high school Mathematics curriculum is based on Common Core standards and follows an integrated curriculum sequence through level 3 Precalculus. At this point, students will be prepared to take precalculus, AP calculus, AP statistics, or calculus. REALM High School uses College Preparatory Mathematics (CPM) and supplements this curriculum with Big Ideas mathematics curriculum. CPM teaching strategies focus on how students best learn and retain mathematics. Teaching strategies rely on the recommendations of the National Council of Teachers of Mathematics, and are based solidly on the methodological research in teaching mathematics. The research-based principles that guide the course are:

- Students should engage in problem-based lessons structured around a core idea.
- Guided by a knowledgeable teacher, students should interact in groups to foster mathematical discourse.

- Practice with concepts and procedures should be spaced over time; that is, mastery comes over time.

Although CPM predates the CCSS for Mathematical Practice by about 20 years, very similar practices have always been a core and integral part of CPM curriculum materials. Because of CPM’s broad experience and long history with these practices, the CCSS Mathematical Practices are deeply and seamlessly interwoven into the fabric of the daily lessons. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (transference and extension).

All of the materials were designed to implement the vision of high school mathematics portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics (1989) and Professional Standards for Teaching Mathematics (1991). The completed curriculum and the instructional and assessment practices it supports align well with NCTM’s Principles and Standards for School Mathematics (2000). Through investigations of real-life contexts, students develop a rich understanding of important mathematics that makes sense to them and that, in turn, enables them to make sense out of new situations and problems. This theme of sense making, as well as the pervasive expectation that students reason about mathematics, aligns with the recently released NCTM document “Focus in High School Mathematics: Reasoning and Sense Making” (in press Fall 2009).

These traits of CPM make it a strong choice for the target population. Placing math concepts in real life contexts is engaging to students and gives them a reason for learning math. The emphasis on sense making also helps make math instruction more relevant, not an abstract language lacking intuitive appeal. The relatively heavy inclusion of language in mathematics helps students become more versatile readers, especially as teachers provide comprehension supports such as explicit content vocabulary development to make the reading accessible. Further, students who might otherwise struggle will be placed in supplemental Math Support classes taught by the same teacher, to provide ongoing support. Content covered by each CPM course include:

<i>Course One</i>	<i>Course Two</i>	<i>Course Three</i>	<i>Course Four</i>
--------------------------	--------------------------	----------------------------	---------------------------

Patterns of Change Patterns in Data Linear Functions Vertex-Edge Graphs Exponential Functions Patterns in Shape Quadratic Functions Patterns in Chance	Functions, Equations, and Systems Matrix Methods Coordinate Methods Regression and Correlation Nonlinear Functions and Equations Network Optimization Trigonometric Methods Probability Distributions	Reasoning and Proof Inequalities and Linear Programming Similarity and Congruence Samples and Variation Polynomial and Rational Functions Circles and Circular Functions Recursion and Iteration Inverse Functions	Families of Functions Vectors and Motion Algebraic Functions and Equations Trigonometric Functions and Equations Exponential Functions, Logarithms, and Data Modeling Surfaces and Cross Sections Concepts of Calculus Counting Methods and Induction Binomial Distributions and Statistical Studies Mathematics of Information Processing and the Internet
--	---	---	--

HISTORY/SOCIAL SCIENCE

Social studies instruction is based on Common Core standards and embeds content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program emphasizes the History and Social Sciences Analysis Skills in the Common Core standards for grades 9-12. The main goals of the social studies program overall are to help students to build a common base of essential knowledge, strengthen academic skills – especially those skills pertinent to social science disciplines, enhance appreciation of the human experience, and foster critical thinking. Ideally REALM students develop improved abilities to identify and assess the ‘how and why’ of our world and the human condition. The social studies curriculum is designed with both a whole 6-12 humanities arc in mind. The curriculum explores key historical developments, but with emphasis upon a shared set of analytical skills, the History and Social Sciences Analysis Skills in the Common Core standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities emphasize projects and also include simulations, debates, speeches, research papers, and other written assignments. REALM Charter School identifies key content standards taught for mastery through deeper exploration. REALM Charter School draws on textbooks from the Teachers Curriculum Institute, which aligns well with the school’s instructional philosophy. These include the *Geography Alive! History Alive!* and *Econ Alive!* series of textbooks. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs, and varied assessment modes. REALM Charter School draws on the California

History Social Science Course Models and other resources in lieu of textbook material. The Course Models also forms much of the basis for World History in grade 10. These units are comprehensive of the standards; provide rich learning activities that are well aligned with REALM Charter School's instructional philosophy, and provide several strong authentic assessments embedded in every unit. Facing History, Facing Ourselves and the Choices series offers excellent instructional units, resource books, and supplemental materials to further enrich instruction around key events in World and U.S. History. These resources emphasize examples of civic engagement and developing students' identity as involved community members, with an eye to building healthy democracies. Choices units put students in the position of decision-makers, sometimes at an historical turning point, sometimes facing a critical current question. Using this approach students examine the historical, cultural, and political circumstances leading up to that moment and then, taking on the roles of those who faced difficult choices then or must face them now, to make decisions.

Projects play an especially large role in history-social science instruction, and often, REALM Charter School teachers structure content from non-textbook based resources using the standards-based project planning process. These activities engage student interest and tap higher order thinking skills through inquiry, analysis, application, and cross-disciplinary thinking.

SCIENCE

REALM Charter School's high school science curriculum is based on the Next Generation Science Standards (NGSS). The curriculum uses hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

REALM Charter School uses the textbook *Principles of Life and Living by Chemistry*, which are both aligned to NGSS standards.

PHYSICAL EDUCATION

REALM Charter School students take PE in grades 9 and 10. Physical Education (PE) and sports options are available for the upper grades, including after-school sports teams. Most PE classes are organized by grade level to accommodate the changing needs and abilities of growing adolescents. Consistent with our interdisciplinary philosophy, physical education is also integrated with other subjects throughout the year. The long-term goal of the program is to encourage every student to enjoy athletics and physical fitness as a source of well-being and pleasure throughout life. Specifically, the physical education curriculum develops a sense of self-esteem and self-confidence; increases physical flexibility, strength, and endurance; improves timing and coordination; and increases skills in particular sports (rules and strategies). The curriculum interweaves health lessons, including nutrition, anatomy, and body functions, such as the cardiovascular and respiratory systems. Cardiovascular fitness is developed through periodic runs in which students keep track of their times and pulse rates. After a warm-up and stretch period, most classes focus on a particular sport. Additional sports elective courses are offered for students who wish to spend more time in physical education. The California Framework for Physical Education is an important resource for instructional planning.

FOREIGN LANGUAGE

REALM Charter School's foreign language program focuses on developing communicative ability in Spanish (introductory and Heritage speaker) and Mandarin, incorporating the elements of speaking, reading, writing, listening, and culture. Acquiring verbal fluency and a working vocabulary receive high priority. An emphasis on grammar clarifies communicative intent. Activities engage students' interest and encourage lively discussion. REALM Charter School students take a minimum of two years of a foreign language (they may choose to fulfill the requirement through a community college if desired).

ART & DESIGN

REALM Charter School students are required to take at least two years of art and design in grades 9 to 12 to satisfy graduation and college entrance requirements (they may choose to fulfill the requirement through a community college if desired). The range of art and design electives include fine art, music composition and performance, design, architecture, computer science, video game design, and more. REALM Charter School prioritizes arts electives that align with its focus on design, practical application and as a medium for communication, especially via specialized visual arts media. The arts curriculum provides students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity.

WASC ACCREDITATION

In 2013, REALM Charter High School underwent the WASC Initial Visit and was accredited for 3 years. The Charter School completed its second review in the spring of 2016 and received full accreditation through June 2022.

HIGH SCHOOL GRADUATION REQUIREMENTS

REALM and CCS requirements are in alignment with the state minimum high school graduation requirements and the University of California (UC) A-G minimum undergraduate admission requirements. Students must complete 255 credits in order to earn a high school diploma.

	UC MINIMUM Requirements for Freshman Admissions	REALM Charter HS Graduation Requirements	Eligible Courses	COURSE CREDITS
I	2 years of "A" courses, including 1 year of World History, Cultures & Geography; and 1 year of U.S. History or 1/2 year of U.S. History and 1/2 year of Civics or American Government	3 years of eligible courses (30 credits)	U.S. History/AP U.S. History	10
			World History	10
			American Government	5
			Economics	5
II	4 years of "B" courses	4 years of eligible courses (40 credits)	English 9	10
			English 10/English 10H	10
			English 11	10
			English 12/AP English Literature	10
			AP English Language	10
III	3 years of "C" courses, including Algebra, geometry and intermediate algebra or approved Integrated Math Courses. 4 years recommended	3 years of eligible course (30 credits)	Algebra I	10
			Geometry	10
			Algebra II	10
			Pre-Calculus	10
IV	2 years of "D" courses from Biology, Chemistry, & Physics *must address 2 subjects). 3 years recommended	3 years of eligible courses (30 credits)	Physics	10
			Biology	10
			Environmental Science*	10
			Advanced Inquiry in Science*	10
V	2 years of "E" courses of the same language. 3 years recommended	2 years (20 credits)	Spanish for Native Speakers 1/2	10
			Spanish 1	10
			Spanish 2	10
			Beginning Mandarin*	10
VI	1 yearlong "F" course in dance, drama/theater, music, or visual art	1 year (10 credits)	Art I	10
			Advanced Art	10
VII	1 year of "G" courses chosen from visual and performing arts, history, social science, English, advanced math, Lab Science, and language other than English	2 years (20 credits)	Computer Science*	10
			Game Design*	10
			Women's Studies	10
			Design & Build	10
			Advanced Design & Build	10
			Global Perspectives: Project Aruna	
VIII	N/A	2 years (20 credits)	Health & Wellness	10
			Capoeira	10
IX	N/A	55 Credits	Physical Computing	10
			Student Leadership	10
			Music: Sing	10
			Music: Create	10
			Business Design	10
			Men's Forward Thinking	10
			Peace & Conflict Studies	10

* Awaiting UC Approval

COLLEGE PREPARATORY, TRANSFERABILITY

REALM Charter School provides students and parents with a Student / Parent Handbook, notifying parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Parents of students seeking higher education admission are notified in writing should any issues or problems arise regarding the eligibility of the Charter School's courses to meet college entrance requirements.

As mentioned above, REALM Charter High School was initially granted WASC accreditation in 2013 and received approval for 80% of its courses for UC A-G requirements for college entrance eligibility. 100% of its courses were approved by UC by the end of the 2015-2016 academic year. As the high school curriculum shall remain the same upon the approval of this material revision, REALM Charter School expects to maintain its WASC accreditation and 100% approval of its courses for UC A-G requirements. This will ensure that all high school courses will be transferable to other local high schools, colleges, and universities.

It is the intent of REALM Charter School to provide its students with the instruction and life skills necessary to allow them to be admitted to and flourish at the California State University and the University of California systems. As a necessary component of this preparation, REALM Charter School ensures that its students have completed the following “a-g” requirements:

- 1) English: 4 years of college preparatory English composition and literature
- 2) Math: 3 years (4 years is recommended), including Algebra I, Geometry, Algebra II, or higher mathematics
- 3) History and Social Science: 2 years, including 1 year of U.S. History (or 1 semester of civics or American government) and 1 year of social science
- 4) Laboratory Science: 2 years, including 1 biological science and 1 physical science
- 5) Language (other than English) 2 years of the same language
- 6) Visual and Performing Arts: 1 year of dance, drama or theater, music, or visual art
- 7) College Preparatory Elective: 1 year of any college preparatory subject

Professional Development Compass and REALM

Pedagogy

CCS utilize a number of pedagogical strategies in the classroom. In addition to students working independently, CCS teachers conduct weekly Learning Labs that are a requirement for all students to participate. Since the 2015-16 school year, all of our teachers have provided live virtual Learning Labs each week within each content area, allowing scholars to interact with their teachers and receive instruction in real time. In the Learning Labs, you will find CCS teachers using an inquiry-based method driven by an essential question that encourages all students to generate their own ideas, their own supporting evidence, and allows for deeper debates and discussions. CCS teachers strive to cultivate a love of learning with the scholars by helping them find connections between the curriculum and their interests. Instead of simply repeating the facts found in the curriculum, the teacher using Learning Labs to encourage scholars to discuss questions, problems and scenarios to build understanding. The Learning Lab environment, unlike a classroom, students talk one at a time, conversations are archived/recorded, students can agree or disagree in real-time, they can also bring their own lived experiences and background to their discussions. In addition by letting scholars engage in this way, CCS teachers learn more about their scholars and such, are able to better meet their needs.

To ensure success for our high school scholars, Achievement Via Individual Determination (AVID) methodologies are taught to support scholars in their curriculum. AVID’s research-based strategies help to develop our scholar’s reading, writing and critical thinking while also teaching executive functioning skills including organization, time management and goal setting. These are all taught as part of the AVID program in Learning Labs and more directly in the AVID

Elective course. As one of the first online AVID programs in the state, we regularly send our teachers to the AVID Summer Institute to further develop the methodologies taught in AVID. It is a CCS goal to integrate AVID strategies in all classes and grade levels so as to increase scholar achievement, rigor and college readiness and help close the achievement gap by preparing scholars for college.

Professional Development

Leading Edge Certification and iNACOL Standards

All Compass teachers will participate in the Leading Edge Certification (LEC), which is a national certification program in educational technology and curriculum innovation for forward-thinking educators. It was developed by an alliance of nonprofits, universities and educational agencies and is the first national certification program of its kind, and is platform and vendor neutral.

The certification program includes instruction and projects in the following areas, with a final portfolio submission that is reviewed by a panel of alliance members:

- Evolution of Online & Blended Learning
- Accessibility - ADA & Section 508
- Building and Maintaining Community
- Digital Citizenship
- Literacy & Responsible Learning Practices
- Collaboration, Pedagogy, and Practices
- Online Assessment and Evaluation
- Are You Ready for Online & Blended Teaching
- Portfolio Preparation and Submission

Each module includes a reflection on an **iNACOL** standard. The ***International Association for K-12 Online Learning*** (iNACOL) is a nonprofit organization with the mission ensure all scholars have access to a world-class education and quality blended and online learning opportunities that prepare them for a lifetime of success. The iNACOL national standards for quality guides the assessment of online teachers' knowledge as well as the their ability to apply online teaching pedagogy effectively. As an example, Standard H addresses a teacher's ability to develop assessments, projects, and assignments that meet standards-based learning goals. Teachers must not just demonstrate that ability but they must also demonstrate their understanding of the relationship between assignment, assessment and goals in supporting scholar success. Compass Charter School online teachers adhere to the iNACOL National Standards for quality online instruction.

A few Compass staff have participated in the Leading Edge Certification program and have received their certification. We have a handful currently awaiting the completion of the final review of their portfolio and yet another cohort of our staff is scheduled to begin over the summer. Our goal is for 100% our online teachers and administrators to attain their certification by the end of 2020.

<u>Leading Edge Certification Program Session</u>	<u>Compass Participants</u>
Summer 2018	9 teachers; 2 directors; 1 cabinet
Winter 2018	3 teachers; 1 cabinet
Summer 2019	(scheduled)
Fall 2019	(planned)
Winter 2019	(planned)
Spring 2020	(planned)

Achievement Via Individual Determination (AVID) Summer Institute

AVID is a system of preparing scholars for college, career and other postsecondary choices by impacting their learning and narrowing three proficiency gaps: achievement, opportunity and expectations. AVID includes instruction in academic "survival skills" and college level readiness skills to teach scholars how to study, read for content, take notes, and manage time. CCS' AVID Coordinator and team implemented the AVID program for CCS high school scholars with plans to develop it school-wide. Cohorts of CCS teachers attend AVID's Summer Institutes each year. The institute is an annual professional learning event created to help where administrators, educators, instructional coaches and others come to learn the latest techniques for bringing out the best in the average student.

Awards/Recognition

CCS staff continues to be recognized throughout the educational community. Compass received the Fuel Education Transformation Award in 2014, was invited to join the national Digital Learning Collaborative, and CCS of LA was voted Los Angeles' favorite charter school by residents in the 2018 Readers Choice Awards hosted by The Los Angeles Daily News. Our staff have presented at the San Diego County Office of Education's School Counselors Leadership Conference, Girls World Expo, Southern California i-Ready User Summit, Homeschooling A-Z Conference, Homeschool Diversity Network, and California League of Schools STEM Conference. One of our teachers recently received the Social Impact Award for Social Emotional Learning from the IEC (International Executive Counsel) as well as the Blended & Online Educator of the Year by the Inland Empire affiliate of CUE.

CCS researched and contracted with a new curriculum provider, StrongMind, which also serves as our Scholar Information Services provider in 2017. The Operations Department worked diligently to improve its reporting procedures, increase enrollment numbers, Average Daily Attendance ("ADA"), and compliance performance. Through the implementation of improved systems, P2 attendance has increased by 128.06 (2016-17 compared to 2017-18).

In the 2016-17 school year, CCS received National Collegiate Athletic Association (“NCAA”) approval for our online high school courses, and in the 2017-18 school year, CCS became an AVID (“Advancement Via Individual Determination”) school. Weekly tutoring and coursework assistance is available to scholars in real time from teachers. Scholars needing assistance outside of a teacher’s scheduled “office hours” are able to set appointments that accommodate their needs.

COMPLIANCE WITH LOCAL CONTROL FUNDING FORMULA

REALM CHARTER SCHOOL CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p>Local Control Accountability Plan (“LCAP”) The Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the Alameda County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”</p>	
<p>STATE PRIORITY #1— BASIC SERVICES</p> <p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
<p>SUBPRIORITY A – TEACHERS</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA. Commission on Teaching Credentialing, and will be appropriately assigned.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization. The Charter School Superintendent will annually review credential status.</p>
<p>SUBPRIORITY B – INSTRUCTIONAL MATERIALS</p>	
<p>GOAL TO ACHIEVE</p>	<p>100% of students will have access to standards-aligned materials and</p>

SUBPRIORITY	additional instructional materials as outlined in our charter petition.
ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to Common Core State Standards and aligned with our charter petition.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by janitorial staff who will maintain cleanliness. Annual facility inspections will screen for safety hazards.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of teachers will participate in annual professional development on the implementation of the Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in professional development and trainings on the Common Core State Standards
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain academic content knowledge through the implementation of the Common Core State Standards
ACTIONS TO ACHIEVE GOAL	EL students will participate in Common Core aligned instruction and receive academic intervention to support learning.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Annually, EL students will advance at least one level on the ELPAC.
ACTIONS TO ACHIEVE GOAL	EL performance on the CAASPP assessment, ELPAC & Benchmark assessments.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent participation at annual schoolwide orientation.
ACTIONS TO ACHIEVE GOAL	Parent attendance at orientation.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Participation in School Site Council (SSC), English Language Advisory Council (ELAC); and/or REALM Parent Alliance (RPA).
ACTIONS TO	The Charter School principal will work with parents and teachers to recruit parents to the SSC, ELAC and/or RPA via flyers, board agendas,

ACHIEVE GOAL	and newsletters.
SUBPRIORITY C – PARENT SURVEYS	
GOAL TO ACHIEVE SUBPRIORITY	Solicit parent feedback via annual satisfaction surveys.
ACTIONS TO ACHIEVE GOAL	Annually, the Charter School will administer a student, staff and parent surveys on school effectiveness. Results of parent survey will be presented to the Governing Board annually.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA/Math by 1% annually both schoolwide and by numerically significant subgroup (Hispanic, ELL, Socioeconomically Disadvantaged).
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. The Charter School will purchase common core aligned instructional materials. 2. The Charter School will implement common core aligned benchmark assessments. 3. Teachers will receive Professional Development on the CCSS to ensure classroom instruction meets the rigors of the Common Core. 4. Provide academic intervention and supports through the SST process as described in this petition.
SUBPRIORITY B – COLLEGE & CAREER READY	
GOAL TO ACHIEVE SUBPRIORITY	<ol style="list-style-type: none"> 1. Annually increase the percentage of graduates meeting UC A-G eligibility requirements. 2. Annually increase the percentage of students in grades 10-11 participating in the PSAT. 3. Annually increase the percentage of students in grades 11-12 participating in the SAT.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Continue to provide UC A-G courses and support structures to ensure all students are prepared to meet UC A-G requirements. 2. Continue to encourage participation in PSAT & SAT.

	3. Provide academic counseling for College Planning and applying for FAFSA for college.
SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level on the ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher supports; small group instruction; use of SDAIE and ELD instructional strategies.
SUBPRIORITY D – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP/SBAC.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which includes 1-on-1 teacher support; small group instruction; use of SDAIE and ELD instructional strategies.
SUBPRIORITY E – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Annually increase the AP Passage Rate.
ACTIONS TO ACHIEVE GOAL	Students will have access AP Courses. Course curriculum and supports will be aligned to passage of AP exams administered.
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Grade 11 students will demonstrate college readiness on the EAP assessment at higher rates than grade 11 students at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	The Charter School counselor will ensure all students are on UC A-G pathway. All grade 11 students will take EAP as part of CAASPP assessment.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. School attendance rates	
B. Chronic absenteeism rates	
C. Middle school dropout rates (EC §52052.1(a)(3))	
D. High school dropout rates	
E. High school graduation rates	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will increase ADA annually.
ACTIONS TO ACHIEVE GOAL	The Charter School will provide a safe, nurturing and engaging learning environment for all its students and families, including all subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) enrolled; parents/families will be engaged throughout the year.

SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will continue to decrease student absenteeism rates.
ACTIONS TO ACHIEVE GOAL	Students and parents will be informed of the Charter School’s attendance policy as outlined in the Parent/student handbook disseminated at the beginning of each school year.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will retain and promote 98% of grade 6-8 students.
ACTIONS TO ACHIEVE GOAL	Offer academically engaging learning environments for all students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged).
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA Public School.
ACTIONS TO ACHIEVE GOAL	Regular and ongoing meetings with counselor, Advisory, COST, and administrator will speak with parents prior to terminating enrollment from the Charter School.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will graduate as 90% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Regular and ongoing meetings with Counselor, Advisory; and Cross Organization Support Team (COST).
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> 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 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain suspension rates below 5%.
ACTIONS TO ACHIEVE GOAL	Continue to implement Advisory Course with a focus on Restorative Justice, Social-emotional Counseling and Cross Organization Support Team (COST). The Charter School will assess Suspension & Expulsion policies annually.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The Charter School will maintain expulsion rates below 1%.
ACTIONS TO	Continue to implement Advisory Course with a focus on Restorative

ACHIEVE GOAL	Justice, Social-emotional Counseling and Cross Organization Support Team (COST). The Charter School will assess Suspension & Expulsion policies annually.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Students, families and school community will feel a sense of safety and connectedness.
ACTIONS TO ACHIEVE GOAL	The Charter School will administer annual student surveys.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will have access to academic and educational program as outlined in the Charter School’s charter.
ACTIONS TO ACHIEVE GOAL	The Charter School will design its master schedule to meet the needs of its students using prior student academic performance. Master schedule will focus on Common Core State Standards, and include Advisory and interventions, as necessary.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
ACTIONS TO ACHIEVE GOAL	All students will participate in the Literacy Framework for Reading and Writing, small group instruction, peer tutorial support, reading intervention program, oral language skills, and collaboration with teachers to support student-learning goals.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
ACTIONS TO ACHIEVE GOAL	All students will participate in Integrated Pathways Common Core aligned math, including small group instruction, peer tutorial support, in collaboration with teachers to support student-learning goals.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable student outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter 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).

All students at REALM Charter School will have access to and engage in a rigorous, common core aligned educational program. All students at REALM Charter School will progress and reach proficiency. This includes students who achieve at, above, or below grade level, are English Learners, or who have identified disabilities and use their accommodations and modifications as outlined in their IEPs. REALM students enrolled in the online program will be held to the same measureable outcomes and will be assessed using the same tools¹¹.

REALM Charter School has clearly defined schoolwide and student outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d). The following table delineates REALM Charter School’s measurable outcomes and methods of measurement that align with the Eight State Priorities and the Charter School’s goals and actions to achieve the Eight State Priorities, as identified in Element 1 of this charter.

Accomplishments in each of the goals and outcomes directly support our mission to provide every REALM Charter School student with an equitable, nurturing, and effective learning environment that promotes the development of 21st century skills: critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>
STATE PRIORITY #1— BASIC SERVICES <i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>

¹¹ Online program is explained comprehensively

SUBPRIORITY A – TEACHERS	
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS reporting; and School Accountability Report Card (SARC).
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
MEASURABLE OUTCOME	100% of students will have access to Common Core aligned materials and additional instructional materials as outlined in our charter petition.
METHODS OF MEASUREMENT	The Principal will review all instructional materials before purchase; Charter School-maintained list of textbooks and supplemental materials.
SUBPRIORITY C – FACILITIES	
MEASURABLE OUTCOME	<ol style="list-style-type: none"> 1. Annually, 90% of Facility Inspection checklists will be in compliance/good standing. 2. 100% of identified Required Corrections will be corrected within three months. 3. Daily cleanliness spot checks will be performed.
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> 1. Annual Facility Inspection Reports 2. School Accountability Report Card (SARC)
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in ongoing CCSS Professional Development; and 100% of teachers will follow through with CCSS implementation in their classroom.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Professional Development Agendas ● Professional Development Plan ● Grade Level meeting notes ● Classroom observation data ● Common Core aligned instructional materials
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● EL Student Performance in CAASPP ELA/Math ● ELPAC ● DRA Assessment ● Common Core aligned benchmark assessments ● Formative & Summative Common Core aligned Assessments ● Developmental Reading Assessment

	<ul style="list-style-type: none"> • Writing Assessments
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
MEASURABLE OUTCOME	EL students will progress at least 1 performance level annually on the ELPAC.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • ELPAC • Title III AMAO Report • EL subgroup performance on CAASPP • Formative & Summative Assessments • Literacy Benchmark Assessments • Professional Development Agenda
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
MEASURABLE OUTCOME	Parent attendance at annual orientation.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Sign-in sheets • Parent/student handbook
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
MEASURABLE OUTCOME	Participation in School Site Council (SSC), English Language Advisory Council (ELAC); and/or REALM Parent Alliance (RPA).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Meeting Agenda & Minutes committee (ELAC/SSC/RPA) meetings • Sign-in sheets • Parent Survey results
SUBPRIORITY C – PARENT SURVEYS	
MEASURABLE OUTCOME	Ensure at least 25% of families complete annual parent/family surveys.
METHODS OF MEASUREMENT	Results from Parent Surveys will be shared with all stakeholders at the beginning of the school year.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education C. Percentage of ELs who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC) D. EL reclassification rate E. Percentage of pupils who have passed an AP exam with a score of 3 or higher F. Percentage of pupils who participate in and demonstrate college preparedness 	

<i>pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
MEASURABLE OUTCOME	2015 CAASPP ELA & Math assessment results will serve to establish a baseline for growth targets. Increase the percentage of students scoring Proficient (Standard Met) on the CAASPP in ELA/Math by 1% annually both schoolwide and by numerically significant subgroup (Hispanic, ELL, Socioeconomically Disadvantaged).
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CAASPP Results
SUBPRIORITY B – COLLEGE & CAREER READY	
MEASURABLE OUTCOME	Increase percentage of students who meet UC A-G eligibility requirements. In addition, all grade 11 students will be administered the CAASPP EAP Assessment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Percentage of grade 12 students who meet UC A-G eligibility • Percentage of students administered CAASPP EAP • Percentage of students who are “college ready” as measured by EAP. • Percentage of students participating in PSAT • Percentage of students participating in SAT
SUBPRIORITY C – EL PROFICIENCY RATES	
MEASURABLE OUTCOME	EL students will progress at least one performance level annually using the ELPAC.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EL Subgroup performance on CAASPP • ELPAC Results • Pre/Post Literacy Assessments • Title III AMAO Report
SUBPRIORITY D – EL RECLASSIFICATION RATES	
MEASURABLE OUTCOME	Increase EL reclassification rates annually and ensure academic performance at grade level.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Analysis of ELPAC results • CAASPP Assessments • Literacy Assessments
SUBPRIORITY E – AP EXAM PASSAGE RATE	
MEASURABLE OUTCOME	Annually increase the AP Passage Rate.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • AP Exam results
SUBPRIORITY F – COLLEGE PREPAREDNESS/EAP	
MEASURABLE OUTCOME	Grade 11 students will pass EAP assessment at higher rates than students at comparable neighborhood schools.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • EAP Results

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 dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

SUBPRIORITY A – STUDENT ATTENDANCE RATES

MEASURABLE OUTCOME	The Charter School will increase ADA annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Daily Attendance Records ● ADA reports

SUBPRIORITY B – STUDENT ABSENTEEISM RATES

MEASURABLE OUTCOME	The Charter School will continue to decrease student absenteeism rates.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● Attendance Records ● COST Referrals

SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES

MEASURABLE OUTCOME	Charter School will retain and promote 98% of grade 6-8 students.
METHODS OF MEASUREMENT	Offer academically engaging learning environments for all students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged).

SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES

MEASURABLE OUTCOME	Maintain high school dropout rate below 10%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● CALPADS Reporting ● SARC Report

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

MEASURABLE OUTCOME	Maintain high school graduation rate above 90%
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> ● CALPADS Reporting ● SARC Report

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

SUBPRIORITY A – PUPIL SUSPENSION RATES

MEASURABLE OUTCOME	The Charter School will maintain suspension rates below 5%.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
SUBPRIORITY B – PUPIL EXPULSION RATES	
MEASURABLE OUTCOME	The Charter School will maintain expulsion rates below 1%.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • CALPADS Reporting • SARC Report
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
MEASURABLE OUTCOME	Student and parent satisfaction of 75%.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Parent and student annual surveys
STATE PRIORITY #7— COURSE ACCESS	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
MEASURABLE OUTCOME	100% of students including all subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will have access to academic and educational program as outlined in the Charter School’s charter.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Master Schedule
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
MEASURABLE OUTCOME	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> • Benchmark assessments – administered 3 times/year
SUBPRIORITY B – MATHEMATICS	
MEASURABLE OUTCOME	60% of students including subgroups (Hispanic, ELL, Socioeconomically Disadvantaged) will achieve growth between each benchmark assessment.
METHODS OF	<ul style="list-style-type: none"> • Benchmark assessments – administered 3 times/year

MEASUREMENT	
--------------------	--

ELEMENT 3: METHODS OF MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

REALM Charter School, including all online students¹², shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of the Education Code that are applicable to charter schools. As established in Element 2, REALM Charter School will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below.

ASSESSMENT	GRADES	DESCRIPTION	SCHEDULE
CAASPP/SBAC	6-8	State Mandated	ANNUALLY
CST: Science	8	State Mandated	ANNUALLY
Physical Fitness Test (PFT)	7	State Mandated	ANNUALLY
CELDT	6-8	State Mandated	ANNUALLY
DRA (Reading Assessment)	6-8	Local Assessment	ANNUALLY
Math Placement	6-8	Local Assessment	ANNUALLY
Interim Common Core aligned Assessments	6-8	Local Assessment	3 times/year
Common Core aligned Benchmark	6-8	Local Assessment	3 times/year
Portfolios	8	Local Assessment	End of Year

ASSESSMENT	GRADE(S)	DESCRIPTION	SCHEDULE
CAASPP/SBAC (EAP)	11	State Mandated	ANNUALLY
CST: Life Science	11	State Mandated	ANNUALLY
Physical Fitness Test (PFT)	9	State Mandated	ANNUALLY
CELDT	9-12	State Mandated	ANNUALLY
DRA (Reading Assessment)	9-12	Local Assessment	ANNUALLY
Math Placement	9-12	Local Assessment	ANNUALLY
Interim Common Core aligned Assessments	9-12	Local Assessment	3 times/year
Common Core aligned Benchmark	9-12	Local Assessment	3 times/year
Portfolios	12	Local Assessment	End of Year
PSAT	10-11	College Readiness	ANNUALLY
SAT	11-12	College Readiness	ANNUALLY

¹² Online program is explained comprehensively

ASSESSMENTS

REALM Charter School will administer all statewide standards and will conduct pupil state assessments required pursuant to Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. REALM Charter School certifies that its pupils, including online students, will participate in the state-mandated testing in the same manner as other District students. During all state assessments administered, EL and Special Education students will receive all accommodations designated to them as stated in their EL and/or IEP/504 plans.

REPORTING OF DATA

REALM Charter School is held accountable for meeting state and federal measurable student outcomes within a performance-based accountability system. REALM Charter School will participate in all state-mandated testing (CAASPP, ELPAC, CAAs, CAST, PFT), develops an annual SARC Report, administers Report Cards, holds Parent-Teacher Conferences and holds Local Control Accountability Plan (LCAP) meetings as methods to inform all stakeholders on the Charter School's performance. Parents are able to participate and provide input in the Charter School's educational program. REALM Charter School uses our accountability data as a means of evaluating the effectiveness of, and need for, new program initiatives.

The Principal presents at each Board meeting on enrollment, attendance, student achievement, professional development, and issues pertaining to the Charter School. A copy of these reports will be shared with the District at our annual report to the Board.¹³

¹³ Annual report submitted by compass to BUSD staff on all aspects of the compass/realM program

ELEMENT 4: GOVERNANCE STRUCTURE

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

Non-Profit Public Benefit Corporation

REALM Charter School will be a directly funded independent charter school, and will be operated by Compass Charter Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter. Compass currently operates and governs three charter schools: Compass Charter Schools of Los Angeles, which is authorized by the governing board of the Acton-Agua Dulce Unified School District, Compass Charter Schools of San Diego, which is authorized by the governing board of the Mountain Empire Unified School District, and Compass Charter Schools of Yolo, which is authorized by the governing board of the Winters Joint Unified School District. The Board may also operate and govern additional charter schools.

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

Board of Directors

The Charter School will be governed by the Compass Charter Schools Board of Directors (“Board”), who shall be selected, serve, and govern the Charter School in accordance with their adopted bylaws, which shall be maintained to align with the terms of this charter and applicable law.

The Compass Charter Schools Board of Directors will have no less than five (5), and no more than seven (7) members, who shall hold office for a three-year term, with no term limitations. Directors shall be chosen at the Board’s annual meeting. The directors may include (a) parent representatives and/or (b) community representatives. In accordance with Education Code Section 47604, Berkeley Unified School District may appoint a representative to serve on the Board of Directors. If the District chooses to do so, the Charter School may appoint another member to ensure that the Board is maintained with an odd number of directors. The Board of Directors meetings will be headed by a Board Chair, who will be elected annually by the Board at its Annual Meeting. As long as quorum exists as defined by the bylaws, measures voted on by the Board of Directors may be passed with a simple majority of members present.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the Charter School, including but not limited to:

- Approval of the annual school budget
- Approval of discipline, dismissal and expulsions
- Approval of bylaws, resolutions, and policies for Charter School operation
- Approval of all changes to the charter to be submitted to the Berkeley Unified School District as necessary in accordance with applicable law
- Long-term strategic planning for the Charter School

- Participation as necessary in dispute resolution
- Monitoring overall scholar performance
- Monitoring the performance of the Charter School and taking necessary action to ensure that the Charter School remains true to its mission and charter
- Monitoring the fiscal solvency of the Charter School
- Participation in the Charter School's independent fiscal audit
- Increasing public awareness of the Charter School

The Charter School will update the District of any changes to the Board of Directors. The Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

If more than one charter school is operated and governed by Compass Charter Schools, all meetings of the Board shall conduct business for each charter school separately. The Board recognizes that each charter school will have individual scholar demographics and will view each school as a separate entity and will govern each school according to the identified needs and scholar composition of each school governed by Compass Charter Schools.

Compass Charter Schools will operate with a Central Office to support each independent school under the Board's governance. The Central Office will house all cumulative files, special education files, as well as all files maintained by the Superintendent, and Administrative Team. Offices will also be maintained at the Central Office for use by the Superintendent and other Compass Charter Schools staff. (See additional information below, and in the Miscellaneous Provisions section of the charter, under "Administrative Services.")

As a charter management organization ("CMO") organized as a single nonprofit corporation, Compass Charter Schools has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles ("GAAP"). The Charter School and its non-profit CMO, Compass Charter Schools, will use GAAP to recognize revenues (state, federal and local) and expenditures directly through the Charter School. The Charter School, as well as its CMO, will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the school level, based on our specific demographic and attendance data. This will permit us to ensure that our budget and Local Control Accountability Plan demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such scholars generate.
- If applicable, generate financial statements at the school level that enable us to submit GAAP-aligned forms to request a "determination of funding" under the laws governing nonclassroom-based schools (SB 740).
- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, Compass Charter Schools will use the above data to generate financial statements and budgets that are specific to the Charter School, as well as a consolidated statement for CMO purposes. Doing so will allow us to meet both state and federal requirements¹⁴.

Board Meetings

The Compass Charter Schools Board of Directors will meet at least four (4) times yearly pursuant to the approved master calendar and shall set additional special board meetings as necessary. At **least one (1) of its meetings will be held in Berkeley each year**¹⁵. The Board shall comply with the Brown Act.

Compass has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 87300 *et seq.* Compass also complies with all applicable conflict restrictions required by the Corporations Code and Government Code Section 1090, *et seq.*, and will comply any statutory or regulatory conflicts restrictions that may be adopted in the future as applicable to the Charter School.

Board Training

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

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee or contractor of Compass any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of present Board members

Superintendent

The Superintendent will be the leader of the Charter School. The Superintendent will report directly to the Compass Charter Schools Board of Directors, and s/he is responsible for the orderly operation and fiscal affairs of the Charter School, including but not limited to:

- Provide leadership to the Charter School
- Attend meetings at Berkeley Unified School District as requested by the District and stay in direct contact with the District to assist the District in its oversight duties
- Supervise all employees working at the Charter School
- Hire and fire employees as necessary
- Prepare proposals of policies for adoption by the Board of Directors
- Advise the Board of Directors and make written recommendations to the Board on programs, policies, budget and other school matters

¹⁴Compass must institute best fiscal and accounting practices and a specific explanation of how the merger will financially secure the school

¹⁵At least one board meeting in Berkeley annually

- Communicate with Compass' legal counsel
- Participate in the dispute resolution procedure and the complaint procedure when necessary
- Provide all legally required financial reports to Berkeley Unified School District
- Compliance with the budget as approved by the Board in accordance with generally accepted accounting principles
- Provide assistance and coordination in the implementation of curriculum
- Oversee parent/scholar/teacher relations
- Oversee scholar disciplinary matters
- Attend all Compass Board of Directors meetings and attend as necessary Berkeley Unified School District Board meetings
- Foster an amicable relationship between the District and the Charter School and facilitate a sharing of resources between both entities
- Present Annual Report to the Compass Board and, upon review by the Compass Board, present report to the Berkeley Unified School District Board and the Berkeley Unified School District Superintendent

Parent Involvement in Governance

Compass will ensure parents have an opportunity to participate in governance of the Charter School through involvement in the Board of Directors, as noted above, and the Parent Advisory Council. The Parent Advisory Council shall be composed of parents who have children currently enrolled in the Charter School. The Parent Advisory Council shall meet regularly and shall make recommendations to the Board of Directors for all aspects of operation. The Superintendent or their designee shall attend all Parent Advisory Council meetings and shall report Parent Advisory Council recommendations to the Board of Directors.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Compass will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of Compass working at the REALM Charter School. Each certificated employee at the Charter School will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the Compass Board and/or the Superintendent. All REALM teachers and staff will be encourage to apply for any open positions prior to regional or national searches¹⁶.

Superintendent

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Minimum five (5) years relevant experience.
- Collaborative leader who demonstrates the ability to work with staff and community partners in a cohesive and integrated way by bringing people together. When appropriate, provides opportunities for collaboration. Demonstrates compassion, but has the ability to make hard decisions.
- Strong experience in school finance and fundraising. This would include developing and monitoring the district budget while keeping the Board well informed.
- Be able to spearhead the development, communication and implementation of systemic growth strategies and processes that leverage cross-departmental assets and collaborations.
- Willing to create and articulate a vision for Compass Charter Schools which is aligned with a results oriented strategic plan that will move this Charter School to a new and improved level.
- Be able to use technology efficiently and effectively.

Assistant Superintendent of Business Services

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Minimum 10 years relevant work experience
- CBO Certification & HR Certification

Assistant Superintendent of Engagement

Requirements, Qualifications, Responsibilities

- Minimum master's degree
- Minimum 10 years relevant experience

Assistant Superintendent of Personalized Learning

¹⁶Current realm teachers be prioritized for openings in either seat-based or online positions

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Valid California Administrative Credential.
- Minimum 10 years relevant experience.

Director of Engagement

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree
- Minimum eight (8) years of relevant work experience

Director of Human Resources

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum eight (8) years of relevant work experience
- HR Certification preferred.

Director of Information Technology

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum eight (8) years of relevant work experience

Director of Mental Health

Requirements, Qualifications, Responsibilities

- Master's degree in related field.
- California Pupil Personnel Services Credential.
- Minimum five (5) years relevant experience.

Director of Online Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree
- Minimum eight (8) years of relevant work experience
- Valid California Multiple or Single Subject Teacher Credential
- California English Language Learner Authorization
- Online teaching experience and/or Online Teaching & Learning Certificate

Director of Operations

Requirements, Qualifications, Responsibilities

- Minimum of a bachelor's degree.
- Minimum eight (8) years of relevant work experience

Director of Project-Based Learning

Requirements, Qualifications, Responsibilities

- Minimum master's degree
- Minimum eight (8) years of relevant work experience
- Valid California Administrative Credential
- California English Language Learner Authorization
- Spanish and English fluency preferred
- Project-based learning certification and / or experience

Director of Special Education

Requirements, Qualifications, Responsibilities

- Minimum master's degree.
- Minimum eight (8) years of relevant work experience
- Clear California Mild/Moderate and/or Moderate/Severe Special Education Teaching Credential.
- California English Language Learner Authorization.

Teacher

Requirements, Qualifications, Responsibilities

- Minimum bachelor's degree.
- Valid California Multiple and/or Single Subject Teacher Credential.
- California English Language Learner Authorization.
- Project-based learning certification and / or experience preferred.

In accordance with Education Code Section 47605(l), teachers of core, college preparatory subjects (i.e., English/language arts, math, science, history/social science) shall hold 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. These teachers are responsible for overseeing the scholars' academic progress and for monitoring grading and matriculation decisions. As specified in Education Code Section 47605(l), CCS shall have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas.

In accordance with Education Code Section 48000(g), CCS shall ensure that credentialed teachers who are first assigned to a transitional kindergarten classroom after July 1, 2015, have, by August 1, 2020, one of the following:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by Compass Charter Schools, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
3. A child development teacher permit issued by the Commission on Teacher Credentialing.

A teacher is responsible for providing an educational atmosphere where scholars have the opportunity to fulfill their potential for intellectual, emotional, physical, and psychological growth. This person is responsible for organizing and implementing an instructional program that will result in students achieving academic success and are in alignment with the policies, goals, objectives and philosophies of Compass Charter Schools and the State of California.

Teacher Recruitment

CCS will develop a comprehensive teacher recruitment policy to attract qualified, credentialed teachers. CCS's recruitment strategies for employing qualified teachers include using established teacher recruiting services, such as Ed Join, and other generally acceptable strategies.

Candidates are evaluated using these standards:

- Committed to scholars and learning
- Experience teaching in an online environment
- Technologically knowledgeable
- Skilled in management of learning
- Reflective in their practice

- Community-oriented

Compass is committed to hiring qualified internal candidates for open positions, and will post positions internally for REALM staff to apply for consideration¹⁷.

Compass recognizes The Berkeley Federation of Teachers¹⁸ as the bargaining unit for classroom-based teachers working at either REALM Middle or REALM High Schools.

¹⁷ Current realm teachers be prioritized for openings in either seat-based or online positions

¹⁸ Compass will recognize bft as the bargaining unit for realm teachers

ELEMENT 6: HEALTH & SAFETY POLICIES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, REALM Charter School shall implement and maintain full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These policies are incorporated into the Charter School's student/parent and staff handbooks and are reviewed on an ongoing basis by the Principal, Superintendent and Board of Directors. The Charter School ensures that staff are trained annually on the health and safety policies. A complete copy of such policies is available upon request.

The Charter School will develop a comprehensive school safety plan pursuant to AB 1747 (2018), which will include the topics listed in Education Code Section 32282(a)(2)(A)-(H) and procedures for conducting tactical responses to criminal incidents. The school safety plan will be reviewed and updated by March 1 every year by the Charter School.

The following is a summary of the health and safety policies at REALM Charter School.

HEALTH, SAFETY, EMERGENCY PLAN

- Drills calendared: All drills (earthquake, fire drill) will be calendared once per quarter to ensure teachers, staff and students understand and know the proper emergency protocols.
- Fire/Earthquake/Emergency Evacuation Drill/Plan: There will be a comprehensive emergency plan, including, but not limited to, specific policy and procedures for Fire/Earthquake/Emergency Evacuation/Lock Down plans drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal.
- Emergency Response: All staff and teachers will be trained to perform basic first aid and CPR techniques.
- Supplies: The school site will be equipped with the appropriate supplies.
- Traveling to/from campus with staff: All staff and teachers will be properly trained on safety procedures when traveling to and from the school site. This training will include, but not limited to, safe routes of travel, procedures for crossing the street, and buddy systems to ensure student safety.
- Blood-borne Pathogens: The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall 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.
- Facility Safety: The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant

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

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

All site employees will act according to FERPA Act protecting the privacy of student education records.

- Student Privacy Statement and Volunteer Confidentiality agreement: Annually staff, volunteers and Office Aides will sign a confidentiality agreement committed to protecting the privacy of student education records.
- Email/Written Correspondence: All staff members and teachers will abide by state and federal laws excluding personal identifiers in subject headings, posting grades publically or engaging in any other behavior that may be a breach of confidentiality.

EMPLOYEES & VOLUNTEERS

- Criminal Background Check and Fingerprinting: Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.
- Mandated Child Abuse Reporting: All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.
- Tuberculosis Risk Assessment and Examination: Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

IMMUNIZATIONS, HEALTH SCREENINGS, MEDICAL RECORDS, STUDENT HEALTH

- Immunization records: All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Submitting records will be a condition of school attendance. Paper records will be maintained in Main Office by Office manager.
- Tdap/Whooping Cough Vaccine Booster: Students advancing to grades 7-12 are required to show proof of immunization with a pertussis (whooping cough) vaccine booster.
- Vision, Hearing, Scoliosis screenings: School site will provide all screenings including, but not limited to, vision, hearing and scoliosis for appropriate students at appropriate grade levels. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.
- Medication in School: The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

- Epinephrine: The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.
- Medical information and alert in PowerSchool: all medical information including but not limited to allergies, immunizations and medical conditions will be entered into the student data system Powerschool. In addition, a visible medical alert will be assigned to any/every student with specific medical needs.
- Lunch program and food vendor: The Charter School will partner with a lunch vendor who provides options and substitutes for commonly known food allergies and other dietary restrictions.
- Health and Wellness courses: All 9th grade students will be required to be enrolled in and participate in Health and Wellness (physical education) class. Students will be required to complete two years of physical education according to state law.
- Diabetes: The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7.
- Mental health services: The Charter School will provide notification to students and parents or guardians of students on how to initiate access to available mental health services pursuant to Education Code Section 49428.

SAFE SPACE

- Suicide Prevention Policy: The Charter School will adopt a policy on student suicide prevention in accordance with Education Code Section 215.
- Drug-, Alcohol-, and Smoke-Free Environment: The Charter School shall function as a drug-, alcohol-, and smoke-free environment.
- Comprehensive Anti-Discrimination and Harassment Policies and Procedures: The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.
- Visitor/Volunteer/Substitute Teacher Check-In: The Office Manager will require all volunteers, visitors and subs to sign in/out of the Check-In binder and wear a visible "Visitor" identifier.
- Sign in/out: To ensure the safety and whereabouts of each student, parents/guardians and students will be required to sign in and out of the binder in Main Office.
- Tardy Log: Students who are tardy or extremely will be required to check-in at the Main Office and sign the tardy log ensuring student arrival.
- Attendance: Teachers/staff are required to take attendance within the first 20 minutes of the start to of the class to ensure known whereabouts of all students.

- Taking class off campus: Teachers/staff must inform both the Office Manager and the principal of where the class the class is going and the time of arrival back to campus. Teachers/staff must complete the sign-out binder when a class will be taken off campus.
- Teacher/Staff Professional Development: Teachers and staff will receive annual professional development and trainings for, including, but not limited Restorative Justice, inclusive communities, and sexual harassment to improve student behavior and build school culture.
- Student/Family Handbook: Students and families will receive and be expected to sign the Student/Family Handbook outlining all expectations around student and campus health and safety
- School Safety Officer: The school safety officer(s) will act as campus supervision and be available to teachers and staff for support for student health and safety.
- Greeting students, Campus supervision: Before school, during lunch and at dismissal time, staff will be available and supervising students transitioning into after school programs or leaving campus.
- Employee interactions with students: The Charter School will comply with Education Code section 44050 regarding its policy on employee interactions with students.

ELEMENT 7: RACIAL & ETHNIC BALANCE

Governing Law: The means by which the charter 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. Education Code Section 47605(b)(5)(G).

REALM Charter School is a public charter school, open to all children with in grades 6-12 who live within Alameda County or an adjacent county, regardless of race or ethnicity. Achieving racial and ethnic balance is important in public education. To achieve this, the Charter School will market and recruit in areas that can assist in achieving a racially and ethnically diverse scholar body. Participating in community events and activities is useful in reaching students of diverse cultures and ethnicities. the Charter School will participate in community events and activities to reach students of various cultures and ethnicities, including but not limited to local Farmers' Markets, street fairs, Harvest Festivals, and Holiday Open Houses. We will also work with military families and centers.

Additionally, the Charter School will utilize social media by announcing events and promoting activities in which we are taking part, which will allow the Charter School to stay active in groups that might benefit from our program and might not be aware of the Charter School and its program option. REALM will work towards creating community partnerships that will allow the Charter School to reach scholars in the areas that we serve. Additionally, the Charter School's enrollment team will consist of a bilingual staff to allow for the answering of questions from prospective families in multiple languages.

The Charter School will implement a scholar recruiting strategy that includes but is not necessarily limited to the following elements or strategies to ensure a racial and ethnic balance among scholars that is reflective of the territorial jurisdiction of the Berkeley Unified School District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the Berkeley Unified School District.
- Scholar recruitment efforts may include, but are not limited to, direct mail, print advertising, and informational meetings directed toward targeted scholar populations to recruit scholars from the various racial and ethnic groups represented in the Berkeley Unified School District.

ELEMENT 8: ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). Education Code Section 47605(b)(5)(H).

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

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

PUBLIC RANDOM DRAWING

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

1. Siblings of students admitted to or attending the Charter School
2. Students who reside within the Berkeley Unified School District
3. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories;

rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a waiting list according to their draw in the lottery. This waiting list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: 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. Education Code Section 47605(b)(5)(l).

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

The CCS Board of Directors shall have a Finance Committee to oversee selection of an independent auditor and the completion of an annual audit of the Charter School's financial affairs. The auditor will have, at a minimum, a CPA and educational institution audit experience and shall be included by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

ELEMENT 10: SUSPENSION/EXPULSION PROCESS

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(b)(5)(J).

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

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as REALM Charter High School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This policy and its procedures will be printed and distributed as part of the Student/Parent Handbook and will clearly describe discipline expectations. A copy of the Suspension and Expulsion Policy can be found in Appendix H.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The 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 these Policy and Administrative 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 Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including, but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. REALM Charter School shall notify Berkeley Unified School District of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or

student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be

reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

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

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

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

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

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

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

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

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

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) 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.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. 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, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) 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.
- s) 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.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. 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.
- v) 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 (3)(a)-(b).

- w) 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 Superintendent or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

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

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

47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or Superintendent'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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the pupil has committed an expellable offense.

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

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

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

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

3. 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.
4. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
5. 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.

6. 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.
7. 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.
8. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity 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.
9. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity 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 hearing chairperson 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.
10. 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.
11. 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.
12. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

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

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the pupil and parent/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 Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, 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 direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 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 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the

procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: 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. Education Code Section 47605(b)(5)(K).

The certificated staff shall participate in California's State Teachers' Retirement System ("STRS"), and non-certificated staff shall participate in federal Social Security and/or the school sponsored 403(b) plan, a U.S. tax-advantaged retirement savings plan available for public education organizations according to the employee's position and eligibility. Compass shall participate in federal Social Security as required by law. As shall be arranged with the County, Compass shall pay the County a reasonable percentage for the provision of such services. The Compass Superintendent shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all Compass employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an 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. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at REALM Charter School. Employees of the District who choose to leave the employment of the District to work at REALM Charter School will have no automatic rights of return to the District after employment by Compass unless specifically granted by the District through a leave of absence or other agreement. Compass employees who work at the Charter School shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of Compass working at REALM Charter School are considered the exclusive employees of Compass and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Compass. Employment by Compass provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

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

Disputes Between the Charter School and the District

REALM Charter School recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the District.

The Charter School and Berkeley Unified School District will be encouraged to attempt to resolve disputes between them amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and Berkeley Unified School District, the Charter School staff, employees and Board members of the Charter School and the District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the District Superintendent and Superintendent of CCS, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCS Superintendent and the District Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the District Superintendent and CCS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District Superintendent and the CCS Superintendent, or their respective designees, shall meet to jointly identify and agree upon a neutral third party mediator. The format of the mediation session shall be developed jointly by the District Superintendent and CCS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split between Berkeley Unified School District and the Charter School. All timelines and procedures in this dispute resolution procedure may be revised if mutually agreed upon by Berkeley Unified School District and the Charter School.

If the dispute remains unresolved after mediation, both the Charter School and Berkeley Unified School District may pursue any further available legal remedy under the law.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations, and shall adopt and maintain a Uniform Complaint Policy and Procedures in accordance with state law. Parents, scholars, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: PROCEDURES FOR CLOSURE

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Compass will promptly notify parents and students of the Charter School, the District, the Alameda County Office of Education, the Charter School's SELPA, the retirement systems in which the 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/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Compass will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

Compass will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, Compass will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Compass will ask the District to store original records of Charter School students. All student records of the Charter School shall be transferred to the District upon Charter School closure. If the District will not or cannot store the records, Compass shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessments, results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, Compass will prepare final financial records. Compass will also have an independent audit completed within six months after closure. Compass will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Compass and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or

other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

Compass will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and, upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Compass shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix H, Compass will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix H, please find the following documents:

- Budget narrative
- Budget
- Financial projections and cash flow for the next three years of operation

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.
6. The district may require no less than monthly audits to ensure that conditions of material revision are being met to which Compass will comply in a timely manner¹⁹.
7. Compass shall prepare an annual report submitted to BUSD staff on all aspects of the Compass/REALM program on May 1 2020 and then every September 15th, of each year thereafter²⁰.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System

¹⁹To allow district to require no less than monthly audits to ensure that conditions of material revision are being met.

²⁰ Annual report submitted by compass to BUSD staff on all aspects of the compass/realms program

("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card ("SARC"), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

B. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(g).

Compass will provide or procure its own administrative services for the Charter School through an appropriately qualified third-party contractor. Compass currently contracts with Charter School Management Corporation ("CSMC"), a business and development company specializing in charter schools, for administrative and "back office" services including, but not limited to, the following:

- Complete Bookkeeping Services
- Budget Creation / Fiscal Planning Services
- Cash Flow Management
- Local, State, and Federal Reporting
- Audit and Compliance Preparation
- Payroll Services
- Employee Benefits
- STRS Setup and Management
- Planning & Management
- Payroll Tax Payments
- Audit Preparations & Support
- LEA Plans
- Compliance Reporting to County & State Grantors
- Attendance Reporting
- Food Program - Implementation & Claims Reporting
- Training - Charter School Finance, Accounting & Operation Functions, Budgets, Financial Reports
- Quarterly & Annual Filings of Tax Forms (IRS, EDD, etc.)
- Property Tax Exemptions Filings

Compass reserves the right to contract with another appropriately qualified back-office provider or vendor as approved by the Compass Board of Directors.

Compass Charter Schools shall manage the business aspects on behalf of the Charter School on a percentage basis of all services and support rendered to the Charter School. This support includes back office, academic, special education, business and executive management, technology, and administrative services from Compass Charter Schools at its Central Office located at 850 Hampshire Road, Suite P, Thousand Oaks, CA 91361. Such services shall be

carried out by Compass Charter Schools staff with oversight and monitoring by the Compass Charter Schools Board of Directors. Any additional contracts will be vetted for conflicts of interest, quality and expertise pursuant to policies adopted by the Board of Directors.

C. Facilities

Governing Law: The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(g).

The REALM Charter School High School campus is located at 2023 8th St., Berkeley, CA, and the Middle School campus is located at 1798 Scenic Drive, Berkeley, CA.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(g).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604, an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

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

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

