San Jose Promise Academy

In Partnership with the Tech Museum of Innovation

Preparing Students to Change the World!

Charter Petition

For the term of July 1, 2018-June 30th, 2023

Submitted to the

San Jose Unified School District

On

April 6th, 2017

Submitted by:

Dr. Anthony H Johnson

ceo@promisepublicschools.org
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April 6, 2017

Via Hand Delivery

San Jose Unified School District
Board of Education
855 Lenzen Ave,
San Jose, CA 95126

RE: Formal Application for Charter Approval for San Jose Promise Academy

Dear Members of the Board of Education:

As the Lead Petitioner for Promise Academy, I hereby submit a formal application to the San Jose Unified School District (“District Board”) for approval of the Promise Academy Charter. We look forward to working with the District Board and District staff during the charter process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Dr. Anthony H Johnson
Lead Petitioner and Founder, San Jose Promise Academy
1400 Parkmoor Avenue, Suite 240
San Jose, CA 95126
It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all the following:

A. Improve pupil learning.
B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
C. Encourage the use of different and innovative teaching methods.
D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
F. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

- California Education Code Section 47601(a)-(g)

We plan to accomplish these goals with a unique academic program and environment developed based on research and best practices. Details of this program and environment are articulated throughout this charter.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

Pursuant to Ed. Code section 47605(a)(1)(A), this charter petition has been signed by a number of parents or legal guardians of pupils that is equivalent to at least one-half of the number of pupils that the charter school estimates will enroll in the school for its first year of operation. Signatures for the petition are found in Appendix A.
AFFIRMATIONS & ASSURANCES

As the authorized lead petitioner, I, Dr. Anthony H. Johnson, hereby certify that the information submitted in this petition for a California public charter school to be named Promise Academy (hereinafter “Charter” or “Charter School”), and to be located within or near the boundaries of the San Jose Unified School District (“SJUSD” or “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Promise Academy will follow any and all federal, state, and local laws and regulations that apply to Promise Academy, including but not limited to:

1. Promise Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, 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)]

2. Promise Academy shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

3. Promise Academy shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

4. Promise Academy shall admit all students who wish to attend Promise Academy, and who submit a timely application; unless Promise Academy receives a greater number of applications than there are spaces for students, in which case students will be admitted through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to Promise Academy shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of Promise Academy in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

5. Promise Academy 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

6. Promise Academy 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.

7. Promise Academy 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)]
8. Promise Academy shall ensure that teachers in Promise Academy 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)]

9. Promise Academy shall at all times maintain all necessary and appropriate insurance coverage.

10. Promise Academy 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).

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

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

13. Promise Academy shall, on a regular basis, consult with its parents and teachers regarding Promise Academy's educational programs. [Ref. Education Code Section 47605(c)]

14. Promise Academy shall comply with any jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]

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

16. Promise Academy shall comply with all applicable portions of the Elementary and Secondary Education Act. ("ESEA")

17. Promise Academy shall comply with the Public Records Act.

18. Promise Academy shall comply with the Family Educational Rights and Privacy Act.

19. Promise Academy shall comply with the Ralph M. Brown Act.

20. Promise Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

21. Promise Academy hereby declares that the School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Promise Academy's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Ed. Code § 47605(b)(5)(O).

______________________________  ______________________
Anthony H. Johnson, Ed.D.  Date

______________________________  ______________________
"Witness"  Date
EXECUTIVE SUMMARY

MISSION
Promise Academy exists to create personalized, world-class educational experiences that prepare all students to reach their potential and to change the world.

VISION
At Promise Academy, a spirit of innovation drives our student experience as well as the design of our instructional model. We seek to provide educational opportunities not yet offered to students living in San Jose. Core elements of our instructional model include:

- Providing a consistently excellent academic program for students from grade TK through 12
- A small school environment with robust individualized supports for students
- An instructional model focused on small group academic rotations where students in grades TK-8 loop with their teacher for 2 years and where students are placed in multi-age classroom cohorts
- Daily applied mathematics, science, and technology in the Promise Academy Innovation Lab
- A formal community partnership of the San Jose Tech Museum of Innovation

Students will use the skills they learn at Promise Academy to create solutions for tough challenges in their community and in their world. The empathy and agency they develop from transitional kindergarten through 12th grade will produce the social entrepreneurs that will not only excel in college and career but who will change the world.

CORE VALUES
Promise Academy is built upon our core values which drive our team to do this work. Our core values were created in partnership with our founding families and illustrate our commitment to creating a truly world-class school where all students, regardless of background or previous school success, will be supported to achieve their full potential.

When forming our core values, we reflected on the beliefs that our founding team holds regarding the unlimited potential of our students. We believe that all students can learn at a high level and that students have the right to learn in their own ways and at their own pace. We believe that students should have significant agency over their learning. We also believe that the diverse cultures of our students and families should be celebrated. To bring these beliefs into action and to ensure that they are a core part of the way we develop our school culture at Promise Academy, we’ve created school values that are aligned with our beliefs.
At Promise Academy, students will be **AGILE**. This is an acronym that helps us to frame, examine, and share our core values with all stakeholders. These core values are:

- Agency
- Good Choices
- Integrity
- Love
- Excellence

A detailed description of each of these core values and how they will be enacted at Promise Academy is included in Element A of our charter petition.

**GOALS FOR STUDENTS**

At Promise Academy, we know that our ultimate measure of success will be the extent to which our students can succeed in college and life and make a positive impact on their community. As illustrated by our core beliefs and values, we know that all our students can achieve a tremendous amount when they and their families are well supported. Thus, we seek to meet the following goals for our students:

- 100% A-G College Readiness
- 100% Acceptance to a 4-Year College or University
- 100% College Completion
- Develop the skills, empathy, and agency needed to change the world

**PILLARS OF THE INSTRUCTIONAL MODEL**

Promise Academy will be a place where students work to master the knowledge and skills needed to impact the world around them. There will be a laser-like focus on personalized, standards-based instruction as well as fostering the agency and critical consciousness students will need to develop solutions to real-world challenges.

Unlike traditional schooling, students will be taught how to sustain focus and conceptualize developmentally appropriate, rigorous academic topics. A slightly longer school year will allow teachers to work with students one-on-one and in small groups to personalize their educational experience.

At the core of our model, students achieve academic and socio-emotional success by being in an environment that effectively supports them and develops their agency and problem-solving skills. We prepare students to effectively advocate for themselves and develop solutions to challenges facing their families and communities on a daily basis. Our school will accomplish these goals via several of our key design elements:
• **Flexible and Targeted Instruction and Small Group Academic Rotations.** We know that no two students are alike in their interests and academic needs. Learning at Promise Academy will be a deeply personalized experience for students. All students at Promise Academy will be assigned to multi-age classroom cohorts. Additionally, our staff will leverage strategic, small-group instruction that blends sound instructional practice and adaptive software found in some of the highest-performing schools from across the nation.

Multi-age classrooms allow students to access curricular standards beyond the scope for their traditional grade level or chronological age band and allow teachers to loop with their students for 2 years. Multi-age classrooms allow students to learn their grade-level content alongside students in different grades who have different perspectives. It allows for more cross-curricular and flexible learning as classrooms are spaces where students are exploring content at their own pace and with support from their teachers and peers. Students also benefit from the deep and lasting relationships this model allows to develop between students and teachers.

• **Student Choice and Agency.** From a very young age, we will be intentional about fostering the agency that our students will need to co-design their own learning, execute their learning plans and reflect daily and weekly on their progress and areas of improvement. A significant part of cultivating agency will come through student choice. Promise Academy will utilize open design areas that promote student choice in solving standards aligned challenges in each core area, including coding and technology.

• **A Spirit of Innovation and Social Entrepreneurship.** Students will use the skills they learn to create solutions for tough challenges in their community and in their world. The empathy and agency they develop from kindergarten through 12th grade will produce the social entrepreneurs that will not only excel in college and career but who will be well-positioned to change the world. To achieve this, students at Promise Academy will participate in our school’s Innovation Lab throughout their TK-12 experience. In the Innovation Lab, students can design think their way to creating solutions to challenges that exist in their world. Innovation Lab is a key way that we will foster student agency and critical consciousness as well as spark students’ spirit of innovation and social entrepreneurship.

• **High expectations with an emphasis on rigorous, standards-based instruction.** We believe that our students have unlimited potential. Thus, we hold the highest of expectations for our students and create an academic environment that allows all students to access rigorous academics. Along with academic rigor, students are also provided with robust academic supports and learn in an environment that is personalized to meet their needs.
• **A Joyful and Mission-Aligned School Culture Built in Partnership with Families.** Promise Academy will serve students from TK through 12th grade and will enroll no more than 500 students at full capacity. Our small school environment and our multi-age classroom cohorts foster community and create a space that is physically and emotionally safe for students and one where the rich cultures and history of our diverse families are celebrated. At Promise Academy, we believe in creating a culture where joyful learning occurs in each classroom each day. We work with our students and teachers to create a positive school climate where student accomplishments and struggles are celebrated daily and where effort is valued and rewarded. We feel that students engage in rigorous academics more fully when school is an enjoyable place for them to be. Because of this we will leverage structures (described in detail in Element A of our charter petition) such as our school-wide student and staff culture calendar to ensure that we regularly celebrate members of our community.

Joy is also built at Promise Academy through meaningful engagement with our families. Families at Promise Academy are our partners. We will create an environment that values parent leadership and encourages parents to be regularly engaged in the progress of their children.

• **World-Class Instruction and Staff Development.** Promise Academy will attract and retain committed and entrepreneurial instructional staff and will support the growth and development of our instructional staff every step of the way so that they can effectively facilitate learning for students.

• **Deep Community Partnerships.** At Promise Academy, we recognize that the learning students do during the school day is only one part of their journey to becoming independent and joyful adults. We greatly value our community and all the assets our community as to offer. We will work to form lasting and deep partnerships with a variety of community-based organizations so that our students can expand upon what they learn at Promise Academy. Our partnership with the **Tech Museum of Innovation** is an illustration of how we will partner with other organization to provide our students with additional learning opportunities. Students and families at Promise Academy will have free access to the Tech Museum and Promise Academy students will also have priority access to the Tech during certain school hours. Additionally, there will be structured opportunities for Promise Academy instructional staff to collaborate with instructional experts at the Tech, as a way to grow their expertise around leveraging technology to improve the world. Promise Academy may also serve as a hub for The Tech to prototype new exhibits for the museum.
Student Diversity, and Promise Academy Enrollment and Growth Plan

Promise Academy is a proposed public charter school (grades TK-12) for the San Jose Unified School District (SJUSD). It will open in the fall of 2018 with 210 students in grades TK, K, 1, 2, 5, and 6. Future years anticipated enrollment are illustrated in the table below.

Anticipated Enrollment Plan 2018 to 2025

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We aim to serve a student body that is representative of the diversity of students and families residing in the San Jose Unified School District. We believe that creating schools that are diverse by design is in the best interests of our students and community and we also believe that our school should be open to students who most often are marginalized or left out of innovative educational opportunities. As such, we hold sacred our goal of enrolling the same percentages or more of students who have disabilities, students who are
English Learners, students who identify as homeless or foster youth, and students who are identified as low-income or at-risk.

FOUNDING TEAM

The San Jose Promise Academy founding team is comprised of individuals who share core beliefs and are committed to the vision of Promise Public Schools. While their visions are similarly aligned, the founding team’s background and talent represent the diverse skill set needed to thoughtfully consider every aspect of an effective organization. The goal is simple. We will create a world-class school for ALL students. This is our promise to the children and families of San Jose.

LEAD PETITIONER, FOUNDER and SCHOOL LEADER

Dr. Anthony H. Johnson
Dr. Johnson is an author, public speaker, educator, university lecturer and advocate for students, teachers and families. Born in Mississippi, he has lived in several states and has a wealth of experiences across many aspects of education. He has ten years of experience working in California public schools. He previously taught English and English Language Development (ELD) and has been an administrator for the past seven years. Most notably, he has experience both in school turnaround and founding a new school. He was part of the transformation of an established high school from being under state sanctions to receiving national recognition in the span of three years. He also spent 4 years as the founder of an innovative, comprehensive high school serving 1,600 students with a mastery-based grading system and a 1:1 student to computer ratio. This involved strategic planning, garnering community support, hiring staff, and managing a $90 million dollar budget. Prior to entering the field of education, Dr. Johnson was a minor-league baseball player in the Washington Nationals organization. He holds a Masters in Curriculum and Instruction and a Doctorate in Educational Leadership from Saint Mary’s College of California.

Expertise: Curriculum, Instruction, Assessment, Technology & Innovation, School Leadership, Operations, Start-Ups, Community Outreach and Communication

FOUNDING BOARD OF DIRECTORS

Chair: Dr. Dean Elias- Professor Saint Mary’s College Kalmanovitz School of Education
Dr. Dean Elias started his path toward education working in anti-poverty programs in the 60’s and 70’s. He worked in support of Job Corps and Model Cities programs, first from Washington, DC, then from SF. He founded a small school within a college, Antioch University Seattle, in 1976. He served there for over 12 years and then transitioned to Goddard College as Provost to support a new President dedicated to rebuilding Goddard, and thence to CIIS, where he was invited to develop a new school of Transformative Learning and Change, developing BA and PhD. programs. After a brief stint with WASC, he became the Dean of Saint Mary’s School of Extended Education. Dr. Elias was attracted to the Promise Academy Board because of its commitment to pioneer approaches to working
with the most disadvantaged students in San Jose, and to serve as a laboratory for transforming public schools.

*Expertise:* Higher Education, Operations, Start-ups and Community Outreach and Communications

**Treasurer: Michael Hexner**

Mr. Hexner was Founder, CEO and Chairman of Wheel Works. He sold Wheel Works on Dec. 31st, 1999 when it was ranked the 15th largest independent retail chain in the U.S. He then became President, COO, and CIO of Morgan Tire Company, dba Tires Plus, the 5th largest independent tire retailer in the U.S. He left Morgan at the end of 2002 after he helped build it to the largest independent retail tire chain in the U.S., with over 6,000 employees, and locations in 25 states.

After leaving Morgan, he became President of the NCGA Foundation. During this time, he founded Youth on Course, now raising over $1 million per year to provide a green venue for kids to learn values and life skills. He was then elected President of the Northern California Golf Association. In 2007, he co-founded and served as CEO and Chairman of SmartPillars, which developed and sold online marketing software. In 2010, he took over as managing partner of DealerFusion, an online video company. Both companies were sold in October of 2014. He is presently Executive Chairman of Zoomvy, a new communications application with breakthrough co-browsing technology, on the board of Heritage Global, Inc., an advisor to WeTrust.io. and a mentor to a number of young people.

Michael loves the challenge of creating and building solutions and believes there is few greater needs than coming up with a solution help young people in disadvantaged circumstances get the best education possible.

Michael is a graduate of Williams College and has a Masters of Mediation and Conflict Resolution from Creighton University.

*Expertise: Technology & Innovation, Finance, Operations, Start-ups*

**Secretary: Dr. Carol Brooks**

Carol Brooks is an accomplished and seasoned educator with extensive leadership experience in public school educational settings. Her background includes more than 20 years of experience as a teacher and principal serving in large, urban, and public elementary and middle schools in California and Virginia. Carol works collaboratively with multidisciplinary teams and has a talent for mentoring administrators, teacher-leaders, and developing staff to create sustainable professional learning communities. Her dedication to promoting opportunities for equitable access to high quality education for all scholars, particularly students of color, has led her to develop innovative programs to provide all scholars with real-world experiences.

As a change agent with a transformational leadership style, she has an established history of increasing student achievement, improving teacher effectiveness through professional development training and coaching, building a positive school climate, and establishing business partnerships to promote equity, access, and awareness for females and students of color through STEM education.
Expertise: STEM, Collaboration, Elementary Education, School Leadership

Member: Corrine Satalaya
Corrine Satalaya currently works for Lowe Enterprises Real Estate Group as a Senior Property Manager. Previously, she worked for Balco Properties from 2010-2016, where her role was Real Estate Operations Manager overseeing 60+ properties in the portfolio and managing the day to day operations of the property management team. She worked on acquisitions and dispositions, implementation of capital improvement plans, and was responsible for the preparation of annual property budgets. She began her career in the commercial real estate industry with Mohr Partners – Commercial Real Estate Brokers. Corrine graduated from California State University, East Bay with a bachelor’s degree in English. She has a California Real Estate License, a California Notary Public License and is scheduled to graduate in 2018 with a Master’s in Leadership and a concentration in Organizational Learning & Change. When she’s not working, Corrine enjoys traveling, reading, and spending time with her family.

Expertise: Real Estate, Finance, Fundraising, Community Engagement & Outreach

Member: Shirley J. Everett
As the senior associate vice provost for Residential & Dining Enterprises (R&DE), Shirley J. Everett is responsible for employing an organizational model that is dedicated to student advocacy, exceptional customer service, performance benchmarks, professional development, succession planning, staff wellness, sustainable practices and fiscal stewardship and with direct oversight for Student Housing, Dining, Hospitality & Auxiliaries, Conference Services and key business partners.

Beyond serving on the Stanford University President’s Full Cabinet comprised of senior administrators that shape Stanford’s direction, policy, and planning, she also provides strong visionary leadership for an 800+ talented team of employees that houses 12,000 students and dependents, serves 18,000 meals daily, hosts 18,500 conference guests and a half-million Athletic concession guests each year. She also administers fiscal stewardship for a $1.7 billion asset portfolio — comprising over 5 million square feet of space equal to one-third of Stanford’s physical plant — and a $204 million annual operating budget. Additional responsibilities includes, overseeing the overall direction and performance of human resources and organizational development, financial management, asset renewal, capital and strategic planning, concept development and facilities design, asset renewal, information systems and IT security, institutional compliance, innovation and sustainability, and public relations for R&DE

Expertise: Fiscal Health, Organizational Growth & Development, Capital and Strategic Planning, IT Security and Public Relations.
FOUNDING BOARD OF ADVISORS

Over the past year Promise Academy has been fortunate to assemble a robust number of advisors who have supported the development of our school design plan and elements of our charter petition. Members of our advisory board do not have a formal role in the ongoing governance or management of the school. Rather, they leverage their deep expertise to provide guidance on the school model for the consideration of the Promise Academy board of trustees and CEO. The following members of our board of advisors include:

James Dent- Founder of Navigator Schools

James has served Executive Director and is now the Chief Academic Officer of Navigator Schools, a nonprofit charter management organization that operates high performing K-8 charter schools near San Jose. James founded Navigator with a team of passionate educators and parents, who were driven to create a results driven, student-focused school to eliminate the achievement gap and provide every child an opportunity to reach their potential. James drove Navigator’s flagship school, Gilroy Prep, to achieve an API of 978 in 2012, surpassing every school in Santa Clara County.

James is passionate about empowering leaders and teachers to be the top educators in their field. His commitment to innovation is evidenced by the constantly evolving blended learning model at work in Navigator’s classrooms, which is highly responsive to student needs. He works tirelessly to extend Navigator’s impact by sharing out best practices, collaborating with other school leaders (district and charters) and offering free trainings to educators. Prior to founding Navigator, James moved up the ranks in the public school system, from teacher, to assistant principal, to principal, always producing exceptional student results through high quality teaching and outstanding student engagement. James is fluent in Spanish and is the proud father of 5 kids.

Daniel Bissionnette- Lead Teacher Grand Lake Montessori/Founder of Arc Montessori

Daniel is an experienced Oakland educator with a CA state credential in Math and Biology as well as two AMI Montessori teaching credentials for both the Preschool/Kindergarten level (3-6) and the Elementary level (6-12). Daniel started in education as a Middle school math teacher in Oakland before finding his way to Montessori. He was curious to find the most effective way to teach children and believes strongly that Montessori pedagogy is the most thorough and comprehensive approach to supporting children in their development. Daniel is currently working as a lead teacher at Grand Lake Montessori in Oakland and launched their elementary program this past fall. In 2015, Daniel and his wife Mariana started Arc Montessori, a company that helps children by supporting teachers, parents, and administrators. Daniel is passionate about bringing more Montessori schools to the public and hopes to open his own public Montessori schools in Oakland in the future. He is currently finishing a Masters in Educational Leadership and a CA state administrators credential.
Lakeisha Poole- Founder of LKP Legal Services/Talent Karma

Lakeisha Poole is the Founder and CEO of Talent Karma, a career platform that crowdsources professional insights and helps members find value aligned companies. Lakeisha has worked as a lawyer for over 10 years helping both employees and employers understand many facets of California employment law. Lakeisha has organized Onyx Community Connection, a black professionals group, since 2007 and the group hosts business, social, and community service events for the South Bay and Peninsula black professional’s community. One of the ongoing community service projects is STEM Saturday, which provides STEM related education and enrichment opportunities to 9-14-year-old students in the Bay Area. Raised in San Jose, Lakeisha is passionate about building community and democratizing access. When she is not running after her two preschool boys, she can be found running on one the many Bay Area trails.

Regina Coony- Consulting Architect/Project Manager

Regina is a licensed architect with extensive experience in major-facility capital project delivery. Regina spent the early part of her professional career working as an architect, designing military and low income housing projects. She then spent seven years at Stanford University managing a diverse range of design and construction projects. Regina left Stanford to serve as the design manager for a large international construction company on work on a complex design-build project. Over the last 6 years Regina has worked for environmental agencies to preserve and restore our natural landscapes and watersheds. The value of an education was instilled in Regina at a very young age. Her mother was a public school teacher, and both her parents reinforced the expectation that not only would all their five children go to college, but also, they would have professional careers. At age seven, Regina moved with her family to Mexico City where she lived for three years. She became deeply attached to the culture, and learned to speak Spanish fluently. This experience transformed her outlook on life. It also heightened her awareness of just how important a good education is to social and economic advancement.

Susan Armiger- CEO Easter Seals Bay Area

As President and CEO of Easter Seals Bay Area, Susan’s primary focus is overseeing the continued growth of the organization’s existing scope of services, primarily in response to the unprecedented need for behavioral health services in Northern California.

Susan’s experience with Easter Seals runs deep. She began her career with Easter Seals Louisiana 17 years ago as Director of Case Management and eventually became Vice President of Program Services, where she was responsible for establishing Case Management/Family Service Coordination sites throughout the state. In her post at Easter Seals Arkansas, she directed a federally funded project designed to stimulate the availability of early intervention services in Louisiana, Mississippi, and Arkansas.

FOUNDING FAMILIES
• Adelita Gomez
• Cecilia Hernandez
• Julia Steward
• Julie Cheykim
• Melissa Reyes Aranda
• Miriam Estrada
• Magdalena Castro
• Silvia Luis
• Elva Arciniaga
• Eva Heredia
• Minhtam Pham
• Tanida Platmir

Short biographies of our founding families are found in Appendix B of the petition.
**EXPERTISE MATRIX**
The chart below summarizes the experience and/or significant training of the founders, Board members, and key consultants.

<table>
<thead>
<tr>
<th>Name</th>
<th>Curriculum, Assessment</th>
<th>Technology and Innovation</th>
<th>Finance</th>
<th>Governance and Law</th>
<th>Fundraising</th>
<th>Operations</th>
<th>Start-ups</th>
<th>Community Outreach and Communication</th>
<th>Real Estate</th>
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<tr>
<td>Head of School, Dr. Anthony Johnson</td>
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<td>Board Member, Dr. Dean Elias</td>
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<td>Board Member, Michael Hexner</td>
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<td>Board Member, Dr. Carol Brooks</td>
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<td>Board Member, Shirley J Everett</td>
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<td>Advisor, James Dent</td>
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<td>Advisor, Daniel Bissonnette</td>
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<tr>
<td>Advisor, Lakeisha Poole</td>
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<tr>
<td>Advisor, Regina Coony</td>
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<tr>
<td>Advisor, Susan Armiger</td>
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</tbody>
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EXTERNAL PARTNERS

**Innovate Public Schools.** Innovate Public Schools is a nonprofit school reform organization focused on making sure that low-income students and students of color in the Bay Area receive an excellent education that will prepare them for success in life. We publish easy-to-understand school quality data and research that highlights both problems and solutions, and we build the capacity of parents, community leaders and educators to innovate and act together to create world-class public schools. Innovate Public Schools was founded in late 2012 to meet the need for a new kind of organization that could be a catalyst for urgent school reform by building the political will for change and building local capacity to create excellent new schools. There are some high-quality schools in the region serving low-income students that are proving what’s possible. But there simply aren’t enough of them. We seek to make the region a place where every child from every neighborhood from any background has access to world-class public schools. We’re building a movement of parents, educators, business leaders and funders who together will make this vision a reality.

**Silicon Schools Fund (SSF).** Silicon Schools Fund provides funding to launch or redesign schools that are laboratories of innovation and proof points for personalized learning. Over the past 5 years Silicon Schools Fund has assembled a diverse portfolio of charter, district, and independent schools all of which are delivering results students across the Bay Area. Silicon Schools Fund has supported the launch and/or redesign of over 25 schools and organizations since its founding. Promise Academy is a proud member of the Silicon Schools Fund portfolio and receives financial and school design support from the SSF team.

**New Schools Venture Fund (NSVF).** New Schools Venture Fund is a national nonprofit venture philanthropy working to transform public education. NSVF invests in educational entrepreneurs who are committed to transforming education so that all children--especially those in underserved communities--have the opportunities to success. Promise Academy is proud to be a member of the New Schools Invent cohort for 2017.

**EdTec.** EdTec was founded as a social venture in 2001 to develop, support, and advance quality charter schools by delivering high-value support services and expertise. EdTec currently works with over 300 charter schools, offering support in charter school development, finance, operations, governance, and software. Back-office clients receive a CFO-level resource to advise school leadership and specialists in Payroll, Accounts Payable, Accounting, and Data, and EdTec offers a wide range of financial services, including but not limited to, building annual projected budgets, managing monthly financial statements, managing payroll, identifying grant and funding opportunities beyond federal and state dollars, and providing other fiduciary services.
ELEMENT A: EDUCATIONAL PROGRAM

*Governing Law:* The educational program of the school, designed, among other things, to identify those pupils whom the 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)

*Governing Law:* The annual goals for Promise Academy 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 Promise Academy, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code Section 47605(b)(5)(A)(ii)

*Governing Law:* If the proposed school will serve high school pupils, a description of the manner in which Promise Academy 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 Promise Academy that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(iii)

MISSION

Promise Academy exists to create personalized, world-class educational experiences that prepare all students to reach their potential and to change the world.

GENERAL INFORMATION

- The contact person for Promise Academy is Anthony Johnson.
- The contact address for Promise Academy is 1400 Parkmoor Ave. Ste. 240 San Jose, CA 95126.
- The contact phone number for Promise Academy is (408) 891-8876.
- The term of this charter shall be from July 1, 2018 to June 30, 2023.
- The grade configuration of Promise Academy is TK-12.
- The number of students in the first year will be 210.
- The grade level(s) of the students in the first year will be Transitional Kindergarten, Kindergarten, 1st, 2nd, 5th & 6th.
- Promise Academy shall admit all pupils who wish to attend the school (Education Code Section 47605 (d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code Section 47605(d)(2) and all federal
requirements. Enrollment to the school shall be open to any resident of the State of California. Enrollment will be on a first come, first served basis. Promise Academy affirms that the school shall be nonsectarian in all aspects of its programs and operations, including admissions and employment. Promise Academy shall not charge tuition. Promise Academy shall not discriminate against any student on the basis of 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. (See Element H: Admission Requirements.)

- The enrollment capacity is 520. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- If space is available, traveling students will have the option to attend.

VISION
Students will use the skills they learn to create solutions for tough challenges in their community and in their world. The empathy and agency they develop from transitional kindergarten through 12th grade will produce the social entrepreneurs that will not only excel in college and career but who will change the world.

Promise Academy will accomplish this feat by creating a small school environment with a family-like feel, rooted in the understanding that the educational needs of each student are uniquely different. Promise Academy students will develop the capacity to tackle rigorous and relevant challenges in applied math, science, and technology. The combination of the empathy and cutting edge technological skill they acquire will give students the drive, confidence and agency needed to change the world around them.

CORE VALUES AND BELIEFS
Promise Academy is built upon the foundational beliefs and core values that drive our team to do this work. Our beliefs and core values were created in partnership with our founding families and illustrate our commitment to creating a truly world-class school where all students, regardless of background or previous school success, will be supported to achieve their full potential. Our core beliefs are summarized below.

Beliefs:
- All students can learn at a high level
- Students learn differently and at a different pace
- Students should have choices in what they learn and how they learn it
- Family and cultural diversity should be celebrated
COMMUNITY NEED FOR PROPOSED CHARTER SCHOOL

San Jose Unified School District has worked diligently to meet all students’ needs over the past few years. These efforts are commendable and we hope to support and further the work of the district by creating a uniquely different model of education for those students still struggling in the traditional system of instruction. We intend to develop and share the curriculum, pedagogy and organizational processes that celebrate diverse students and learning styles. We also intend to share best practices regarding developing student agency and self-directed learning. We are confident that this approach will offer a different way for students to receive a high-quality education, especially for those students who struggle in a traditional school model. This new environment will be based on empirical research on holistic student growth and development as well as pilot work completed by our founding team and others in the field. Our approach will fill the following community needs:

- Rigorous, college-preparatory academics
- 21st Century instructional models
- A school that gives students the agency they need to believe that they can change the world

Quite simply, we hope to compliment and further the district’s efforts by providing a new type of learning environment focused on personalization, innovation and social entrepreneurship.

Need 1: Rigorous, College Preparatory Academics

Promise Academy proposes to locate in downtown San Jose which is centrally located in the San Jose Unified School District. This community has great need for alternative educational models, as much of its population has been locked out of traditional opportunities for college and career. While San Jose Unified School District has worked diligently to improve graduation rates in recent years, and the current rate stands at 85.6%, data also demonstrates that significant numbers of students in the San Jose Unified School District are not being adequately prepared to succeed in college or to take their place in the ever-changing 21st century, global economy. As the data below demonstrates, students in San Jose Unified, especially low-income students and Latino students, need access to the innovative, rigorous, and college-preparatory academic environment that Promise Academy will deliver.

Academic outcomes for students currently being served in the San Jose Unified School District allow significant room for improvement, this is true both for Latino students overall and also for low-income students and low-income students of color across the district. FIGURE A demonstrates that only 35% of Latino students meet ELA standards, and

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only 21% are meeting math standards. Additionally, only 25% of Latino students meet college admissions requirements. These outcomes are in stark contrast to the outcomes across SJUSD for white and Asian students.

Similarly, there is a significant gap in student performance on state assessments when we compare how low-income students are performing compared with their more affluent peers, as illustrated by FIGURE B below:
We want college to be an option for all students regardless of their previous academic experiences; in the case that a young person chooses not to seek a four-year degree, they must have a clear pathway to achieving the qualifications for a high-skilled profession. We set this rigorous aim because it has become increasingly difficult for Silicon Valley inhabitants to access local resources without a college degree or some other profession-specific skill training. The structure of Promise Academy will be advantageous in that we will monitor student growth and development from transitional kindergarten through high school graduation. We will also have a personalized learning environment where teachers use data each week to identify and fill any existing gaps from week to week. This laser-like focus on effective instruction and shortening the feedback loop on student progress will help us to bring a rigorous college prep option to the district that may have better outcomes when it comes to college acceptance and completion. Additionally, we will provide academic and college counseling for each graduating class of 35 students where each student will be guided through the process of enrolling in the required A-G courses, taking college entrance exams, and completing college applications.

**Need 2: Need for 21st Century Instructional Models**

The social and economic diversity within SJUSD boundaries represent an exciting opportunity for students' 21st century skill development. In a 2006 employer survey, the Bureau of Labor Statistics found that five 'applied' skills — critical thinking/problem solving, oral communications, written communications, teamwork/collaboration, and the
ability to productively navigate diversity—were ranked consistently higher than content knowledge or expertise. 2 Similar work since then has produced similar findings. In September 2015, for example, a public private consortium found that the “4 C’s”—creativity, critical thinking, communication, and collaboration—are the most important priorities for student readiness in the modern workplace. 3 Clearly, a new model of instruction—one empowering students of different cultures, heritages, and academic identities to learn from and alongside one another in the same school—will equip all graduates to work successfully with diverse teams in a collaborative, 21st century workplace.

SJUSD serves a diverse array of students, many of whom require additional academic and economic support; a small school with an innovative and more inclusive model for serving all students could benefit district schools as they seek new ways to meet the needs of their local populations. Promise Academy believes that students’ wide range of lived experiences can become a powerful asset in preparing students for the 21st century workplace, and plans to build a model that intentionally plans to bring this diversity into daily learning interactions.

Need 3: A school that gives students the agency they need to believe that they can change the world

The realities that many current SJUSD students and families face are often derived from systemic marginalization related to issues of race, ethnicity, poverty, gender, learning styles, and lack of cultural responsivity. This is especially true for low-income and traditionally underrepresented families in downtown San Jose. In an area of bustling industry and prosperity, families regularly see images of elitism and materialism directed at the wealthiest consumer group in which many of our families are not a part. The type of educational experience to which children are exposed affects their identity and how they interact with the world around them. Through their lived experiences, children either learn to take their place per our society’s status quo, or they resist and forge a path to cultivate their own identity and to take action to change their world.

We know that students across America, especially students of color and students from low-income households, stand at this fork in the road--do they assimilate into the place our society expects of them or do they resist and achieve their full potential and realize their dreams?


At Promise Academy, we aim to ensure that all our students are supported to choose the latter path. We cultivate an educational experience that positively represents students’ cultures and makes explicit the path to overcoming societal barriers via their own innovative spirits. To foster this agency and critical consciousness in our students, Promise Academy will cater not only to the academic needs of our students but also attend to the development of their socio-emotional health and wellness. Our approach to developing students’ agency and entrepreneurial spirit is detailed later in our petition (see “What It Means to Be an Educated Person in the 21st Century and the Promise Academy Educational Philosophy” section as well as the “School Culture and Climate” section).

COMMUNITY ENGAGEMENT & FEEDBACK FROM PARENTS

The development of the school plan for Promise Academy has been a collaborative effort. Parents, the school founder, Promise Academy board members and advisors, and advocates from The Tech Museum of Innovation have all collaborated over the past 9 months to design a truly innovative new school model.

Promise Academy parents, like all parents, want the best educational experience for their children. While they appreciate the hard work of individuals at our local elementary schools in the downtown area, they remain concerned about the quality of education their children are receiving. Their ultimate goal is to ensure their children are prepared for college and career and that they will be able to compete for the best and most impactful jobs right here in the Silicon Valley and beyond.

In order to understand our families and hear their voices, concerns, and dreams for their children, we have spent hundreds of hours in direct relationship with them. This includes countless one to one meetings at in homes and coffee shops, community events such as literacy nights, developing partnerships with local libraries and community centers, and most recently holding information sessions about Promise Academy. Additionally, our parent leaders meet twice per month to discuss topics such as school design, strategy, enrollment strategy, and more.

This truly is a school designed for the community and by parents in the community. The chart below details the ways in which parents have been engaged and attempts to quantify this work in approximate hours.

<table>
<thead>
<tr>
<th>TYPES OF MEETINGS</th>
<th>DESCRIPTION</th>
<th>HOURS OF ENGAGEMENT</th>
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</thead>
<tbody>
<tr>
<td>1 to 1 Parent Meetings</td>
<td>Personal meetings with families at their homes, in coffee shops (etc.)</td>
<td>405 Hours</td>
</tr>
<tr>
<td>Literacy Nights: Local Churches &amp; Community Centers</td>
<td>School founder helped families learn and practice daily reading strategies in English and Spanish.</td>
<td>30 Hours</td>
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</table>
Moving forward, Promise Academy will publish a formal Community Outreach and Family Engagement Calendar each year that list events and ways in which we will continue to engage our parents as well as our school community. Additionally, we will have a full-time community engagement coordinator who will be charged with making sure the school stays in relationship with our families and who helps to coordinate calendared events.

**FEEDBACK FROM PARENTS**

Promise Academy is a school designed by parents from San Jose. Promise Academy has been blessed to have a core group of parents who are dedicated to creating a school that is designed to meet the needs of their students, a cause for which our parents are willing to dedicate endless time, hours, and devotion. Over the past year we’ve been able to synthesize feedback from Promise Academy’s core group of founding parents as well as more than one hundred other parents in downtown San Jose. This input has been critical to our school design.

There are certain themes that define the needs of parents in downtown San Jose:

*Parent Need 1: A Consistently high-quality, TK through 12th grade option.*

Parents in San Jose, particularly low-income parents and parents of color, have no guarantee for a high-quality and consistent educational experience from preschool through high school. Parents in San Jose have expressed that at each major transition in their child’s educational experience (i.e. Kindergarten, 6th Grade, 9th Grade) is a significant cause of family stress. The need for a TK-12 option is clear and there are models that have had an enormous amount of success providing this option for families. Some examples are Lighthouse Community Charter Schools (Oakland), Harlem Children’s Zone (NY) and numerous other school systems that have grown to provide continuous, high quality educational experiences to students from elementary through high school. In parts of the country that boast some of our nation’s most successful charter school sectors, we’ve seen a growing trend of single site charter schools expanding grade levels as a key lever to ensuring the long term success of students. When parents enroll in Promise Academy they
can be assured of a consistent experience and the development of an ongoing, family-like relationship with the school from the time their student enters kindergarten through their high school graduation.

At Promise Academy we aim to create a cohesive TK-12th grade model that will meet this need of San Jose families. While we are committed to growing to serve students across all grade levels, we also want to ensure that students who are currently in the middle of their educational experience have the opportunity to attend Promise Academy and participate in all our model has to offer. Because of this we will not only start our school with students in the lowest grades but will also welcome students at the middle school level (grades 5 and 6) in our founding year. This will ensure that more students can access our school model and will allow us to offer middle and high school programming within our first 4 years of operation.

As mentioned, operating a TK-12th grade school fosters a connected school community where parents and school staff can collaborate for years to ensure that students are effectively supported. In addition to providing a comprehensive TK-12th grade option for families Promise Academy will also offer multi-age classrooms (in grades TK-8) where teachers will be able to loop with their students for two consecutive years. This approach ensures that our teachers will get to know the academic and socio-emotional needs of students and can build deep and meaningful relationships with their students over time. More details regarding the TK-12 nature of our model as well as more information about our multi-age classrooms and looping can be found later in Element A.

**Parent Need 2: Opportunities to Engage All Students, Especially Those Most Often Left Behind In Traditional Schools**

Through our conversations with parents in San Jose, we’ve seen a need for schools that honor the individual needs of all students and provide supports to personalize students’ educational experience. Parents of high performing students, lower performing students, students with disabilities, and English Learners have expressed a need for a more personalized educational model to meet the needs of their students. For the most part, parents do not blame their current school or teachers but rather are beginning to understand that the structure of the school does not allow teachers and school leaders to make the adjustments needed to account for the learning styles and needs of all students. They are excited about the prospect of having a school structure that identifies what their respective children need from week to week whether this is advancement, remediation or additional supports.

**Parent Need 3: A School That Respects the Potential of Each and Every Child.**

Parents who have offered feedback on our school design have expressed the desire to create a school that prevents children from slipping behind. This desire is especially true for our parents of students with disabilities. Parents desire schools that respect the
potential of each child and that provide an educational environment that is flexible enough to ensure that each child is supported to find academic and socio-emotional success.

This feedback has been considered and incorporated into the design for Promise Academy. As a result, Promise Academy will be a school where there is a focus on student growth and development in continuous, TK-12th grade model. We will also provide an environment that allows for data driven personalization of student learning, and additional supports such as flexible pacing to ensure that all students master academic content and are prepared for college.

STUDENT POPULATION TO BE SERVED

Promise Academy is a small, free public charter school that will open in Fall of 2018 in downtown San Jose.

Over the past 9 months, the founders of Promise Academy have listened to the voices of families and examined academic and community data that indicate a need for improvement of the educational experience of students in the downtown area (primarily area codes 95112 and 95116). The demographic makeup of this area is as follows:

![Downtown Population by Ethnicity](image)

At Promise Academy, we anticipate serving a population of students that is representative of the ethnic diversity of the downtown area. Additionally, we have and will continue to engage the community in the downtown area to ensure ethnic, cultural and socioeconomic diversity we desire.
In examining academic data, we found that students who attend the traditional public schools in this area are much less likely to graduate from high school, attend college and graduate from college. Over 80% of the students who attend school in this area are Latino and Asian. For this demographic, only 83% of students graduate from high school. Within this population, only 36% of Latino students who graduate from high school are eligible for acceptance to a four-year college or university (based on UC/CSU eligibility).

In comparison, white students make up only 16% of the student population in this area but 100% of these students graduate from high school. Additionally, white students in this area are almost twice as likely to be prepared for entrance to four-year colleges and universities.\(^4\)

The alignment of the new CASSP assessment to college ready standards sheds an additional light on the fact that many students in the downtown area are off-track from a very young age. The average SBAC English proficiency of students in elementary schools in the downtown is 26%, while the SBAC proficiency for Math is 16%. The chart below provides a visual representation of the breakdown of performance for each of the six elementary schools.\(^5\)

![Elementary Scores Downtown Chart](chart.png)

**Figure D**

The data in this graph indicates that the performance of the elementary schools in the downtown area is nearly 20% below state average in both ELA and Math. Given the alignment of SBAC to college-ready expectations, if this trend in achievement continues, it

\(^4\)2014-2015 San Jose High School- Source: California Department of Education- Cohort Graduation Files

\(^5\)Based on 2014-2015 CDE Data
means that the majority of students at this age-level will likely not be on track to be eligible to attend a four-year college or university and may have a less likely chance of actually graduating from high school.

We know that the students of San Jose are capable of achieving at much higher levels. The good news is that there are schools in San Jose and across the Bay Area that are demonstrating that students from all backgrounds and previous educational experience can achieve at incredibly high levels. Promise Academy has been fortunate to count the leaders of many of these schools as advisors. Some of these schools include: Cornerstone Academy Preparatory School, Gilroy Prep, Lighthouse & Lodestar Community Charter Schools, Khan Lab School, and Bullis Charter School. The two schools that are similar in demographics and community dynamics to the students Promise Academy aims to serve are Gilroy Prep and Lighthouse Community Charter School. Below are the average scores of these two schools of influence as compared to schools in downtown San Jose:

An additional encouraging data point lies in looking at the longitudinal student achievement growth occurring at one of these schools, Lighthouse Community Charter School. Like Promise Academy, Lighthouse offers families a continuous, K-12th grade option. Students at Lighthouse demonstrate significant growth in their SBAC scores the longer they stay at the school. In English Language Arts, average student proficiency rates increase from 31% proficient in grade 3 to 81% proficient in grade 11. Similarly, average student proficiency in Math increases from 17% in Grade 3 to 48% by grade 11. This is a
strong proof-point that offering a longer and more consistent educational experience may yield significantly better results\(^6\).

In addition to current academic achievement outcomes for students in downtown San Jose, there is additional data to support the creation of a new and more innovative school in downtown San Jose that will serve our target population of students. Community data suggests correlations and relationships between lack of educational attainment and prosperity of families specifically living in downtown San Jose (zip codes 95112, 95116). On average, 27% of families living downtown have school-aged children. Of these 33,000 households, 13% of residents do not have a high school diploma and approximately 15% have a bachelor’s degree or above\(^7\).

This lack of educational attainment leads to a gap between what most downtown residents earn compared with the ever-increasing cost of living, as illustrated in FIGURES F & G below. More than half of families in downtown San Jose are rent burdened and the prospect of home ownership becomes less likely for many residents each day.

![Educational Attainment for Downtown San Jose Residents [95112, 95116]](image)

Figure F\(^8\)

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\(^7\) [http://v4.healthycity.org](http://v4.healthycity.org)

For example, FIGURE G shows that most residents in the downtown area use more than half of their monthly income on rent alone. The data shows there may be some correlation between higher levels of education attainment of residents in the downtown area and families experiencing a rent burden in the downtown area. There are undoubtedly the next generation of scientists, engineers, and community servants at our schools in the downtown area and we must give them a fighting chance to realize their potential by providing excellent educational environments. Understanding this charge, Promise Academy will provide an environment with rigorous academics and one that fosters the agency and innovation needed for our students to realize their potential. We must ensure that college acceptance and completion become a reality for all if we are to ever change the impact that generational poverty can have on the residents of San Jose. Additionally, improving the educational experience of students is likely to have a direct, positive impact on the growth and prosperity of downtown San Jose as whole.

As mentioned previously, Promise Academy anticipates serving a very diverse group of students. We will prioritize recruiting students from the downtown area, especially students currently attending the lowest performing elementary schools downtown and those who would be most likely to attend San Jose High School, which historically has had a nearly 12% dropout rate.

In order to make sure that all students are served well, Promise Academy has an innovative school design in which we maintain a small, family-like feel that allows us to attend to the

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10 California Department of Education 2014-2015 Cohort Graduation Files
needs of students from transitional kindergarten through 12th grade. This longer runway and smaller population of students will allow us to stay in relationship with families and eliminate the typical transitions in educational experience as students move through elementary school to middle school and then to high school. We will give students a consistent, high quality experience that will prepare them all for graduation and college acceptance.

All families, educators, and community members alike must work together to close this achievement gap for our children in the downtown area. The implications are not only grave for families and children but for our community as a whole. Promise Academy will be a highly effective part of the solution to the educational challenges of the downtown area by offering students a personalized educational that will help to foster the development of the next generation of diverse leaders in our community.

Promise Academy will open with six grade levels—TK-2nd Grade, 5th & 6th Grade. In our first year of operation, we will enroll 210 students. We will add two additional grade levels each year until we reach a maximum of no more than 520 students by the 2024-2025 school year.

Anticipated Enrollment Plan 2018 to 2025

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Promise Academy is committed to recruiting and serving all students—ensuring that students’ individual needs are identified and met is core to our approach. We will focus on identifying students’ individual needs in two ways. First, we will offer access to core curriculum through a fully-immersed academic experience. Our special populations of students will receive the same rigorous instruction that all students receive. Second, we will have time allotted for daily small group instruction and interaction where the teacher uses data collected on holistic student growth as well as the mastery of core academic concepts in math, science, English, social studies, coding & logic and skills/mindsets (i.e. agency, critical consciousness) to personalize the student experience from week to week. Lastly, the use of personalized adaptive software will give the immediate feedback and appropriate practice needed to address the specific needs of each student (reinforcement, remediation or enhancement) in each core area and allow students to reflect on and drive their own learning experience.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY AND THE PROMISE ACADEMY EDUCATIONAL PHILOSOPHY

San Jose is the heart of Silicon Valley. Our city is home to some of the most innovative and entrepreneurial organizations and companies in the world. Our students have the right to receive an education that will ensure they are fully prepared to succeed and thrive in any of the roles at any of these companies. Sadly, students currently coming from San Jose’s public schools are not consistently afforded these opportunities. At Promise Academy, we seek to ensure that all students, regardless of previous educational outcomes or background, are afforded the opportunity to meaningfully participate in an educational experience that will provide them with the 21st century skills that will be required to successfully compete for jobs in our new economy.

Preparing our students to confidently enter the workforce, however, cannot be our only measure of success if we are to create truly world-class schools for our students that prepare them for a bright future. We must also build schools that value our students as individuals and support them to cultivate the skills, habits, and mindsets that will allow them to be happy individuals and community members and that will ensure they can successfully navigate and challenge the world around them.

As such, Promise Academy seeks to provide the following experiences to our students to ensure they are more than adequately prepared to thrive in the 21st century and to ensure that they are self-motivated, competent, and lifelong learners.
**Mastery of Core Academic Concepts and Standards**

The innovation and entrepreneurship that define success in the 21st century workplace do not replace the vital importance of deep and rich content knowledge. At Promise Academy, all students will develop a strong foundation of basic academic concepts and skills as articulated in the Common Core State Standards, the Next Generation Science Standards, and the California History and Social Science Standards. Our students will master core content and build literacy and numerical fluency by working in structured small group settings and mini-lessons guided by our instructional staff. Building a robust knowledge base from across the content areas will ensure that our students are primed to solve unique challenges, collaborate with their peers, and participate in deeper learning experiences. In addition to building students’ knowledge in the core content areas our students will also learn content knowledge related to technology, engineering, and coding to ensure that they can develop the agility they will need to solve unique challenges. Our focus on rigorous and standards-driven instruction will foster our students’ creativity, ability to effectively communicate, and synthesize what they've learned into deeper understandings about the way the world functions. The East Bay Innovation Academy has mapped the academic skills necessary for an educated person in the 21st Century onto the California State Standards and Common Core State Standards, and we will align our curriculum in a similar manner at Promise Academy. This map of skills can be found in Appendix D.

**Student Agency and Self-Directed, Personalized Learning**

While building students’ core knowledge and content base, we will also support them to develop the scholarly habits and mindsets needed to compete in the 21st century. As demonstrated in the table below, there is a clear trend in what skills are required to meaningfully compete for our nation’s high-wage, high-demand, and high-growth jobs. To be successful in these roles students must not only have strong content knowledge but must also be effective at listening, communicating, and solving complex problems.

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Figure H

As noted by the Center for Academic, Social, and Emotional Learning (CASEL), five competency areas are at the foundation of holistic child development: self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. These are also the types of competencies that our students must cultivate to be successful in our ever-changing world.

At Promise Academy, our instructional model is designed to value the development of these types of skills and competencies as much as developing students’ content knowledge. Our instructional model will allow students to develop these skills via two paths: cultivating student agency and ensuring that learning is personalized for students. A summary of each is provided below.

**Student Agency**

We adopt Camille Farrington’s definition of student agency as “the ability to make choices about and take an active role in one’s life path, rather than solely being the product of one’s circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one’s identity, competencies, knowledge and
skills, mindsets, and values. We believe that for students to be prepared to thrive in the 21st century they must have consistent opportunities throughout their TK-12 experience to collaborate with their peers to solve open-ended problems and challenges that are relevant to their lived experiences. Through these experiences students will learn to innovate upon existing solutions and work effectively with their peers to accomplish goals, manage their time effectively, and produce outstanding work.

Self-Directed and Personalized Learning

In Todd Rose's book *The End of Average: How We Succeed in a World that Values Sameness*, Rose explains that our traditional school system has developed in response to what may be a false assumption—that how quickly a student learns is related to the ability of students to learn. He cites common practices in schools such as standardizing time for class periods, timing student performance on tests, and other structures as evidence that our system tends to reflect the belief that the student success should be measured by our students’ ability to prove proficiency at a rate that is within the average performance of their peers. To contradict this assumption, Rose cites research, originally performed by Benjamin Bloom and replicated in many studies since, that this assumption is inherently false—that when students are provided with opportunities to learn at their own pace they achieve at remarkably higher levels. This research and this belief—that given the same amount of instructional time over the course of a school year, students can achieve at significantly higher rates when students learn at their own path and pace are at the core of the Promise Academy approach to personalize learning for our students and we feel this is a vital element to ensuring that our students are prepared to succeed in the 21st century.

Critical Consciousness and Social Entrepreneurship

A strong sense of self is part of the foundation that any individual needs to reach their full potential. We believe that now, more than ever, ensuring that a student’s school experience values all aspects of their identity is a significant part of ensuring that students are effectively supported. This is also critical to the development of the agency that students need to be lifelong learners and it is a vital element in supporting the social and emotional health of our students, especially for our students who come from traditionally marginalized populations.

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Promise Academy believes that a path to meet this need is to work in partnership with families to develop student’s critical consciousness. Scott Seider, an associate professor of education at Boston University who studies ways that high performing schools create cultures of achievement when serving predominantly low-income students, has been studying how developing students’ critical consciousness can be a key lever in increasing student engagement and achievement. As cited in a recent publication by Seider, critical consciousness is the ability to analyze, resist, and challenge the oppressive social forces shaping our lives and society (Freire, 1970). According to Seider, “a growing body of research has found that high levels of critical consciousness are predictive [of achievement] in marginalized youth of higher academic achievement, mental health, resilience, and civic engagement.”

The cultivation of students’ critical consciousness not only has a positive impact on student achievement, it is also a core component to ensure that students are developing the skills that they need to define their full identity and core values and to make choices and take action that is aligned with their identities and values. When students can do this, they are prepared to not only improve the trajectory of their own life but are set up to be able to make meaningful impact on the world around them.

As students cultivate critical consciousness and become aware of the role they play in the world around them, they need opportunities to practice being a part of the solution. Promise Academy believes in empowering students to explore how they might make an impact on the world around them and we will provide students multiple opportunities to do so.

HOW LEARNING BEST OCCURS: KEY ELEMENTS OF PROMISE ACADEMY

Promise Academy believes that learning best occurs when students are provided with a school environment that values who they are and that supports them to master rigorous academics in a culture that is nurturing, joyful, and physically and emotionally safe. To create this environment, we believe that students should be afforded a small and safe learning environment where curiosity, creativity, and risk-taking are encouraged and where students can receive personalized academic and socio-emotional supports.

At Promise Academy, we will work with students continuously from transitional kindergarten through 12th grade and will have the added benefit of serving students in a small, community-based school setting. This structure will allow us to form deep and meaningful relationships with students and parents and will ensure that our staff is well-informed of the individual needs of each student. The design of our school has been impacted significantly by high-performing schools across the Bay Area and our nation who are leveraging structures similar to those described below to attain excellent educational outcomes.

outcomes for students. Schools from which we have drawn great inspiration include Gilroy Prep School (Gilroy, CA), Hollister Prep School (Hollister, CA), Montessori for All (Austin, TX), Bricolage Academy (New Orleans, LA), Lighthouse Community Charter Schools (Oakland, CA), Cristo Rey High School (San Jose, CA) and Summit Public Schools (California and Washington State).

From TK through 12th grade the following key elements will define a student’s experience at Promise Academy. While each element will look and feel different over the course of each student’s years at the school, the following elements illustrate the essence of the Promise Academy educational experience.

We believe that learning best occurs when the following elements are in place at a school:

- Flexible and targeted instruction and small group academic rotations
- Student choice and innovation
- A spirit of innovation and entrepreneurship
- High expectations with an emphasis on rigorous, standards-driven instruction
- A joyful mission-aligned school culture built in partnership with families
- World-class staff development
- Deep community partnerships

**Key Element 1: Flexible and Targeted Instruction and Small Group Academic Rotations**

Promise Academy believes learning best occurs when instruction is planned in response to student data and when instruction is targeted and personalized to meet the needs of students. We also believe that personalizing learning for students should be a core element of any 21st century school. At Promise Academy, instruction is tailored and flexible and we will gather data on student performance continuously so that we can provide students with the supports that they need to be successful. As detailed more thoroughly later in this petition, core elements of our instructional model are grouping students in multi-age cohorts and providing differentiated supports for students via small group academic rotations. By grouping students into cohorts in which two grade levels are represented, teachers can spend 2 consecutive years with the same students, which allows teachers to deeply know the strengths and areas of growth for each student. Teachers can leverage this depth of knowledge related to each child to ensure that the appropriate interventions and supports are provided to the student as soon as possible. In addition to having more time with students, the Promise Academy model also allows significant opportunities for instructional staff to provide small group instruction to students. During academic blocks teachers will use a variety of instructional settings and strategies such as small group guided reading (for elementary students) and Socratic Seminars (for middle and high school students) to engage students in standards-driven and guided literacy development and thematic exploration. During academic rotations, students will also spend time working independently on high-quality online learning platforms, yielding rich data that teachers will use to flexibly group students based on need. Similarly, each academic rotation and small group of instruction will be structured to ensure that rich and detailed formative assessment data is gathered throughout the day so that students’ individualized needs can be met.
**Key Element 2: Student Choice and Agency**

At Promise Academy, we believe that learning occurs best when students have opportunities to learn at their own pace and to have control, to the extent that is developmentally appropriate, over what and how they learn. As mentioned previously in the petition, Promise Academy will foster our students’ development of 21st century skills by leveraging practices of personalizing learning for students and fostering student agency. Because of the TK-12 nature of our school model, we will be able to use a gradual release model to develop this agency in our students.

Across the school, approximately each 4-6 weeks the school will establish a theme that is chosen, in part, by students and families. Themes will align to the core values and mission of the school and will be chosen on topics that generate student interest and inquiry about the world around them. Students across the grade levels will increase their agency over time by having choice about how they learn and interact with concepts related to the school’s theme. In the youngest grades, students will begin to have choice over the texts that they read related to the school’s theme and will have choice over how they demonstrate understanding of the texts they read and their application to the school’s theme. As students grow older, there will be even deeper ways that they have autonomy over how and what they learn and how they demonstrate understanding of their content. They will also have increased responsibilities for setting and maintaining learning goals across the content areas and choice over what types of problems they want to study.

**Key Element 3: A Spirit of Innovation and Social Entrepreneurship**

Promise Academy believes that learning best occurs when students see themselves as innovators and leaders of positive change. A spirit of inquiry and entrepreneurship will define the student experience at Promise Academy from students’ earliest years until they graduate and move onto college. We will cultivate this spirit and the requisite 21st century skills that students need to be change-agents through a variety of educational experiences.

Students at Promise Academy will be given an increasing amount of choice and autonomy in the Innovation Lab where students will explore their interests by exploring the subjects of science and technology. Principles of coding and engineering will also be woven into the curriculum of the Innovation Lab at a very young age. Students will master standards-based concepts in science and coding through daily hands-on labs and activities and develop technical writing skills through lab reports where they demonstrate understanding of process and concepts. The intent is to foster the development of future social entrepreneurs who will one day change the world.

In addition to the daily Innovation Lab, students at Promise Academy will also develop this spirit of innovation through our partnership with the Tech Museum of Innovation. All students and families of Promise Academy will have free access to the Tech Museum all year. Students at Promise Academy will also have special access to the Tech Museum exhibits during the school day as they will have priority access to the museum during the
afternoons. Additionally, our instructional staff will participate in deep collaborative planning and learning with the Tech Museum’s expert educational team, bringing best practices related to teaching students about science, technology and engineering, coding and other topics. Lastly, Promise Academy students will be innovators in action while prototyping potential exhibits for the Tech during parts of our Innovation Lab, providing valuable feedback to the staff at the Tech regarding their experiences.

**Key Element 4: High Expectations with an Emphasis on Rigorous, Standards-Driven Instruction**

Promise Academy believes that learning best occurs when high expectations for student achievement are established. When students are consistently held to high expectations by their teachers and are provided access to rigorous academics, they are more successful.15

At Promise Academy, high expectations for student achievement and a focus on offering standards-driven, rigorous learning experiences are at the core of our instructional model. We believe that the foundation of a great education lies in ensuring that all our students become proficient readers, writers, communicators, collaborators, and mathematicians. These fundamental skills ensure that students are then primed for success in the later years of their education. As such, each learning experience that a student has, from the content of academic rotations, to content workshop mini-lessons, to challenges that students participated in during our challenge and innovation labs will be backwards mapped to ensure alignment to the Common Core Standards, the Next Generation Science Standards, the California History and Social Science Standards, and, in high school, California’s A-G requirements.

Teachers at Promise Academy will receive extensive support to develop a deep understanding of the academic standards for the grade level and content area they teach and will be supported to choose and create academic materials that are mapped to these standards. Additionally, Promise Academy will ensure that our teachers are well-informed of the instructional shifts in practice required under the Common Core Standards and we will develop observation tools and protocols to ensure that evidence of these instructional shifts are present in all parts of our academic day.

**Key Element 5: A Joyful and Mission-Aligned School Culture Built in Partnership with Families**

At Promise Academy we believe that the cornerstone of any school culture is joyful learning. When students attend school each day, they should enter the building knowing that they will be physically and emotionally safe and feel confident that they will be cared for by people who have their best interests at heart. Once this fundamental culture is built,

http://www.npr.org/sections/health-shots/2012/09/18/161159263/teachers-expectations-can-influence-how-students-perform
students also deserve to know that the learning experiences they will have throughout the day will foster their curiosity, creativity, and passion. A school culture that achieves each of these components is one where truly joyful learning can occur each day.

Promise Academy believes that learning best occurs when students can cultivate confidence, a strong sense of self, and optimism about their future. As such, students at Promise Academy will be surrounded by caring, competent, and highly motivated staff who will work relentlessly to ensure that a culture of joy and academic rigor is established and maintained at the school. We will also build solid and lasting relationships with our families and ensure that parents have formal leadership opportunities at the school.

The foundation of our school’s culture will be our **AGILE** core values (agency, good choices, integrity, love, and excellence). Students will become familiar with these core values through daily morning huddles where a school value will be explored as well as a weekly family meeting. The discussion of these values will continue throughout the school day as students participate in learning experiences that explore themes related to the school’s values. Through this work we will cultivate a school-wide culture based on our values and we will support our students to act in accordance with our values.

A culture of joyful learning will be cultivated daily and over the course of an academic year. We will intentionally celebrate our successes of our students and ensure that all our students have time to shine while at school. We will have a schoolwide culture calendar to ensure that all our students have access to mission-aligned, joyful experiences throughout the school year. Some of these school joy events will be explicitly aligned to our core values, while others will afford students opportunities to participate in academic competitions both inside and outside of the school. An example of a culture calendar and the related joy events can be found in Appendix E of this petition.

We also know that the culture of our school cannot be strong if we are not taking care of the needs of our staff. The educational model at Promise Academy has been designed to value the hard work of our teachers and to provide them with the support that they need so that their jobs are sustainable for the long-term. Recent studies have shown that urban schools across America consistently lose 20% of their teachers annually\(^\text{16}\). Research recently cited in an EdSurge article noted that approximately 17% of teachers leave the profession within 5 years\(^\text{17}\). We cannot create high-quality, sustainable schools when one of our most precious resources, our teachers, aren’t supported to build a promising career. As described below, in Key Element 6, we will take a rigorous approach to


recruiting, selecting, and retaining our staff and will provide extensive professional development. We will also build a robust pipeline of future teachers by having several teachers in training who will support our more veteran teachers and who will learn the craft of teaching by their side.

As mentioned previously, Promise Academy is a school that values parents as co-educators and leaders. At Promise Academy, our families have played a meaningful role in designing our school and will continue to have leadership roles in the school once it launches. We aim to develop a diverse parent leadership group that represents the demographics of our school community and who will work to improve the program of the school and to also advocate for the best interests of the school through advocacy efforts. Beginning early in the school’s operation we will have a full time staff member, our Community Engagement Coordinator, dedicated to working with our families to ensure that they are not only engaged in their child’s education but also to play a meaningful role in how key decisions at the school are made over time. Parents will also be active members of our school community on a daily basis and will be a core part of many of our school events, including a weekly family meeting during the school day and regular family events in the evenings and on weekends.

**Key Element 6: World Class Staff Development**

At Promise Academy, we believe that learning best occurs when we support our teachers to deliver world-class, rigorous instruction in a manner that sparks students’ curiosity and sets them up to be competent, lifelong learners. We know that we can only create this type of educational experience for our students when we assemble an exceptionally high-quality team of educators and support staff.

Leading up to the launch of the school we will recruit highly qualified teachers to join the founding team of Promise Academy’s instructional staff. Given the challenges of the teacher shortage in California and the rising cost of living in the Bay Area, we know that having a rigorous approach to recruiting teachers will be vital to our success. Our recruitment strategy will include cultivating deep relationships with pipelines of potential teachers such as connecting with local colleges of education at San Jose State, UC-Merced, and others. We will also cultivate partnerships with other local organizations like Teach for America and Citizen Schools to engage with their alumni base around roles at Promise Academy. Once we build a pipeline for potential teacher candidates we will develop a multi-step selection process to ensure that teachers who apply to work at Promise Academy are not only properly credentialed, but mission-aligned. We will ensure that they hold the mindsets and competencies that will be required to be successful at Promise Academy. Our selection process will include interviews with Promise Academy founding staff, board members, and families as well as sample lessons and selection activities designed to assess their ability to effectively build relationships with students and deliver instruction as part of our educational model.

Once teachers are selected, we will have a robust approach to staff development, built off the practices from some of our nation’s highest performing schools and charter
management organizations such as Uncommon Schools, UP Education Network, Navigator Schools, and Alpha Public Schools. Our teachers will participate in intensive summer professional development each year, weekly staff meetings and grade level meetings, and a robust instructional coaching model.

**Key Element 7: Deep Community Partnerships**

Promise Academy believes that learning occurs best when parents are partners in their children’s education and when schools build strong relationships with the community. Promise Academy has already established a formal partnership with the San Jose Tech Museum of Innovation. Through this partnership, Promise Academy students and families will have free access to the museum and Promise Academy staff will have opportunities to collaborate with the educational experts who are on staff with the museum. Through this partnership, there will also be opportunities for Promise Academy to prototype exhibits that the Tech may feature and other opportunities for field experiences for our students. Over time, we hope to establish and deepen this type of relationship with other community organizations to provide novel experiences for our students and families.

Promise Academy also is deeply committed to partnering with parents and other community members to ensure that the school is designed in response to community needs and to ensure that parents have an active role in the school once it launches. As mentioned previously, Promise Academy parent leaders have had a substantial voice in the development of our model and the founding team for Promise Academy has spent extensive time over the past 8 months building community support for the school. We are proud to have the support of San Jose Mayor Sam Liccardo, as well as the support of hundreds of families across San Jose. Since we started planning for this Promise Academy we have held dozens of community events to garner support for the school including a family day held in March at the San Jose Tech Museum of Innovation. Pictures from some of our community events and parent meetings, as well as key letters of support from community members, can be found in Appendix B and C of the petition.

**THE PROMISE ACADEMY SCHOOL MODEL**

**School Model Overview**

The Promise Academy instructional model takes a holistic approach to ensure that all our students reach their full potential. We believe that students are most effectively supported when schools ensure that students have access to rigorous, standards-driven academics coupled with multiple opportunities for data-driven small group instruction and chances to apply what they are learning to real world challenges. Our instructional model has been designed in response to this vision.

All students from grades TK-8 will participate in each of the elements illustrated below. A description of each of these components is provided below as well as key differences of students’ experiences as they progress through the grades. A detailed summary of how
this model will play out in the high school is also described later in Element A as well as an overview of the curriculum and key content and skills that will be taught in each part of this model. A draft copy of our school calendar as well as a breakdown of instructional minutes for all grade levels are provided in Appendix E. A sample day in the life of an elementary, middle, and high school student are also included in Appendix E.

The TK-8 Instructional Model at Promise Academy

![Diagram of the TK-8 Instructional Model]

**FIGURE J**

**Multi-Age Cohorts, Instructional Looping, and Beginning with Transitional Kindergarten**

At Promise Academy, we strive to create a school that is student-centered in every way possible. We know that when students can form deep and meaningful relationships with peers and adults from an early age that they have better life outcomes and are better able to navigate the significant challenges that life can bring. A core part of developing a student-centered school is ensuring that our students and teachers are provided with the space and time to form lasting relationships and ensuring that our teachers can get to know the individual needs and passions of students. From transitional kindergarten through the 8th grade, students at Promise Academy will be placed in multi-age cohorts that span two
traditional grade levels. At scale, this structure allows Promise Academy instructional staff to spend two consecutive years with students.

The research to support multi-age classrooms and looping is substantial. Looping, the practice of having teachers move through the grade levels with the same cohort of students, provides multiple academic benefits including increasing instructional time that teachers have with students, strengthening the knowledge that teachers have about students’ strengths and challenges, and improving long-term job satisfaction for teachers. Looping is also believed to provide significant social advantages for students such as reducing stress related to school transitions each year and creating long-term relationships between students that fosters critical thinking, risk-taking and trust. Multi-age classroom environments also allow students to learn from peers who may be slightly older or younger than they are. This fosters a more collaborative learning environment for students and can help students develop many of the non-cognitive skills vital to their successful development.

In addition to providing a rigorous and student-centered model via looping and multi-grade classrooms, Promise Academy students will benefit from being able to begin their education at the school by entering during their TK year. We believe that providing students with a nurturing and focused academic experience as early as possible is a vital part of ensuring that students have every possible chance at a successful future. At Promise Academy, our TK program is designed to be developmentally appropriate and will be aligned to the California Preschool Learning Foundations developed by the California Department of Education. Our TK students will be in the same classroom cohort as Kindergarten students and teachers will differentiate their instruction as needed to ensure that all student needs are being met. At the beginning of the year, students in TK will be assessed using multiple measures in order to develop learning goals related to their areas of strength and growth. These goals will support not only their academic development but will also support their socio-emotional growth as well. More details on the academic program and curriculum we will use in TK is outlined later in Element A.

*Academic Rotations in English Language Arts, History, and Mathematics*

For approximately 2 hours each day students will participate in structured and standards-driven academic rotations. These rotations offer strategic, small group instruction that blends sound instructional practice and effective adaptive software program. This model is inspired by other high-performing schools, such as Gilroy Prep School and Cornerstone Academy Preparatory School, that use a similar approach to leveraging small group instruction to personalize learning for students and to ensure that students receive the


support they need to be successful. Each set of academic rotation stations will have minimally 1 teacher and 1 teacher’s assistant to facilitate student learning.

From TK-8th grade, academic rotations will consist of the following small groups. Note that 2 days a week the focus of academic rotations will be based on Humanities standards (English Language Arts and History) and 2 days a week the focus is on Mathematics standards. On days when students have one content area of focus in academic rotations they will explore the other content area during content workshops (described below). This ensures that students receive at least 2 hours of instruction and support in English Language Arts/History and Mathematics daily.

- **Concept Development.** During this rotation, a small group of students will meet with an instructional guide to be introduced to new concepts via direct instruction and small group discussion. During concept development, the teacher will provide instruction based on a standard of focus and will use strategic questioning and discussion techniques to engage students in their learning. Concept development will typically last approximately 30 minutes and will end with a formal check for understanding or other formative assessment. Data related to student performance will be gathered and analyzed by the teacher to inform future instruction.

  In grades TK-4 students will use a significant amount of time during this block to build their knowledge and skills related to phonics, phonemic awareness and fluency, reading comprehension, and text analysis. In grades 5-8 students will participate in a text-based Socratic Seminar on a topic that is relevant to students’ lives and is aligned with the school’s core values and monthly theme.

  In Math-focused concept development sessions, students will be introduced to math standards of focus via direct instruction and small group hands-on learning and discussion. Math instruction presented during this block will represent the shifts required by the Common Core standards--focus, rigor, and coherence. A focus on numeracy development and fluency will also be present.

- **Thematic Exploration.** During thematic exploration approximately 10 students will come together with an instructor to participate in a variety of learning experiences. At Promise Academy, we believe that students must learn to read so that they can read to learn. In the youngest grades (TK-3rd grade) students will participate in data-driven guided reading groups with texts that are not only chosen based on students’ instructional reading levels but also texts that align with the standards of focus that are being introduced in concept development. As students progress through the grades, thematic exploration will be a time when they can begin to learn new information by reading across the content areas and building their base on knowledge to work on challenges and projects in the Innovation Lab. In grades 3-8, the primary focus of thematic exploration is literacy development and mastery of History and Social Sciences. Students read primary and secondary documents, and explore themes of social justice and equity that face our community and world. Students develop their communication and
collaboration skills as they cultivate their critical consciousness. Thematic exploration allows vital opportunities for students to develop their communication and collaboration skills and allows them to cultivate their critical consciousness by grappling with issues of social justice and equity that face our community and world. During math-focused thematic explorations students will complete applied mathematics challenges related to the content standards they are learning in concept development.

- **Spiraling.** We believe that students are best supported to master academic standards when they are provided with multiple opportunities to access and practice newly acquired information. As such, students will practice and reinforce their learning during spiraling sessions that happen daily during academic rotations. Students will identify standards on which they need more work or support based on their achievement data (a process which will be facilitated with teacher support for our youngest students) and they will be provided with high quality practice options to reinforce these standards.

- **Learning Lab.** Learning Lab stations will be a part of the classroom environment. During the learning lab portion of academic rotations students will have access to high quality online learning platforms and adaptive software. These programs will allow students to work on standards and content at their own path and pace and, as students grow older, this will provide a meaningful opportunity for students to set their own progress and process goals related to completing online content. While we are still researching all the options for platforms to use during Learning Lab, we anticipate using programs such as iXL, No Red Ink, ST Math, Khan Academy, Zearn, and others. Students will also have the opportunity during learning lab to master standards and develop skills related to Science, Technology and Engineering and Coding. Many of these skills will be reinforced and expanded during students’ daily Innovation Lab. For these areas we anticipate using programs such as Hour of Code, Khan Academy, PebbleGo, and others. Teachers will be supported in gathering relevant data from online programs and using this to inform their instruction both during academic rotation and during small group instruction.

Content Workshops in English Language Arts, History, and Mathematics

The academic rotation portion of the school day is intended to ensure that all students have access to learn content standards via small group, data driven instruction. Academic rotations also allow opportunities for students to learn and practice content in a variety of settings. Each day students will also have the opportunity to learn additional standards of focus through daily content area workshops. The workshop block is designed to allow teachers to use the time flexibly, as to meet students’ individual needs and it ensures that we are dedicating significant instructional time to students’ literacy and numeracy development. We anticipate the following being core components of the workshop block:
• Content Mini Lessons and Shared Learning Experiences. We believe that in a school environment that is personalized and student-centered, students may also need more explicit direct instruction or shared learning experiences with their class. During the workshop block teachers will often use a guided-release model to introduce students to new content or to review previously learned content with them. During workshops that are literacy-focused teachers may choose to review literacy standards with students through a shared, interactive read aloud or a mini lesson related to metacognitive reading strategies. In a math-focused workshop, the teacher may choose to pull students to the carpet to do a calendar math lesson or to participate in a math strategy think aloud. In the upper grades the teacher may use this time to present a mini lesson about a standard or focus or to have student share or defend their work.

• Workshop Time. When teachers use some of the workshop block to present a mini lesson to students they will then often want to release students to practice the skill presented either individually or collaboratively with their peers. This block allows the opportunity for this types of practice and collaboration to occur.

• Data Driven Small Group Instruction. In addition to literacy and math workshops ample time during this block will also be given for data-driven small group instruction. During the small group instruction block teachers will use data that has been gathered from checks for understanding and formative assessments (including data gathered via online learning playlists and platforms) to pull students for additional support. While the teacher works with students in these small groups, other students can either continue working on assignments from their workshop or will work independently on personalized learning platforms.

• Individual Student Goal Setting & Reflection Meetings. Each student will have an individual meeting each week where they are guided through a reflection and goal setting process by an adult. Students will examine previous work/artifacts, academic performance in each subject area and soft skill development consistent with the core values of Promise Academy (i.e. agency, integrity, etc.).

Innovation Lab

Inspired by the Tech Awards given by the San Jose Tech Museum of Innovation, the Promise Academy Innovation Lab aspires to be a place where students ignite their own spark to change the world.

The Innovation Lab portion of the school day is where students take the skills they have learned during academic and apply them to real-world challenges. At younger ages, students will choose from menus of standards-aligned challenges in math, science and engineering (including coding). At the older ages, students will identify challenges in their community and create innovative solutions to these challenges. During Innovation Lab students will learn the skills and habits of mind required to develop an entrepreneurial
spirit and to design, prototype and iterate solutions to the challenges they choose to work on.

Approximately every 4-8 weeks we will have a schoolwide theme that presents a local issue and a larger societal issue that has not been solved and that needs to be addressed. The menu of activities and challenges issued to students in all core areas (which includes coding and logic) will be aligned to this theme. This will give context to daily Socratic seminars facilitated by teachers as well as analytical writing and technical writing completed by students. Quarterly showcases will allow students to present their solutions and thoughts around issues that affect their world as well as the broader world around them. A more detailed vision for Innovation Lab is included later in Element A under the Science, Technology, and Engineering section of the petition.

**Promise Academy High School Instructional Model**

![Diagram of Promise Academy High School Instructional Model]

At the high school grade levels, Promise Academy maintains much of its core academic model. Academic Rotation morphs into standard A-G coursework. Content Workshops
become a self-directed learning space where students have agency over what and when they learn core content related to their courses of study. Innovation Lab remains consistent but expands opportunities for students to develop their critical consciousness and social entrepreneurship as they continue to develop ever more sophisticated solutions to challenges that persist in our community. At this point in their development, students will be given more autonomy and flexibility with the use of their time. All students will be enrolled in standards based A-G courses and will use a common-core aligned curriculum housed in a self-paced personalized learning platform such as Summit Basecamp to matriculate through subject area coursework. Each student will be enrolled in a minimum of 5 courses per year. While students will be responsible for completing all required coursework, they will also have the opportunity to participate in 3 hours of standards based direct instruction per subject, per week. Below is an approximate breakdown of the use of time for each high school student. Note that a full detail of high school instructional minutes and evidence that our model exceeds the required number of instructional minutes can be found in Appendix E of this petition.

- 15 Hours Direct Instruction in A-G Course Content
- At least 15 Hours Self Directed Completion of A-G Course Content and Small Group Instruction with teachers via Office Hours (at least 9 at school)
- At least 10 Hours Innovation Lab and Flex Time

A detailed look at a typical day in the life of a Promise Academy high school student as well as an overview of our high school instructional minutes and sample schedule are included in the Appendix E of the petition.

A-G College Prep Coursework and Course Lectures
All students will be initially enrolled in A-G college prep coursework. This includes students with specific learning disabilities and English language learners. The flexibility of the Promise Academy model allows students to receive the additional supports they will need to be successful. Below is a tentative list of required and elective courses we may offer at Promise Academy as a part of our base academic course offerings:

- English 1, 2, AP English Language, AP English Literature
- Integrated Math 1,2,3, Pre-Calculus, AP Calculus
- Biology, Chemistry, AP Biology, AP Physics
- Graphic Arts 1, 2
- Health
- Programming 1, 2, Virtual Enterprising
- Spanish 1,2 Spanish for Speakers

As mentioned previously, students will take 5 courses a year and will have the opportunity to attend course lectures for 3 hours per week for each course. Our course lectures are intended to provide students with a developmentally appropriate version of college course lectures. At the beginning of the course, teachers will present a syllabus to students and will ensure that students have clarity around the expectations and deliverables of the
course. Each week, the teacher will choose standards of focus based on their curriculum overview and will plan an engaging and interactive lecture for part of the course lecture time. The focus of the lecture will be to review content and concepts that students have been learning via their self-directed learning playlists and to extend their learning through class discussion. Students will often participate in Socratic Seminars during course lectures and will have opportunities to meet with the teacher in small groups to receive additional support, as needed. Toward the end of the course lecture the teacher will ensure that students understand the work that they need to complete via their self-directed learning playlists before the next lecture and will be able to check in with individual students to review their achievement and progress data to ensure that they stay on track. Course participation will be required for any students who are academically behind in each subject area.

Because of our inclusion model of special education, our learning specialists and other special education staff will be able to push into these courses as required by students’ IEPs and will also be able to pull students out for small group support as needed.

**Self-Directed Learning Studios, Office Hours, and Flex Time**

As mentioned previously, the school day and year at Promise Academy significantly exceeds the minimum number of school days and instructional minutes required by Ed Code for students in grades TK-12. In the high school, when students are not in course lectures they participate in one of four other learning experiences:

- Self-directed learning studios
- Office Hours
- Innovation Lab
- Flex Time

**Self-Directed Learning Studios and Office Hours**

Each week students will have at least 9 hours in the self-directed learning studio and office hours with their teachers. As mentioned previously, Promise Academy intends to offer students access to A-G approved coursework through an online personalized learning platform such as Summit Basecamp, Gooru, or an internally created platform housed on a program like Otus. Each week students will work through the playlists for each of their courses and data will be captured to ensure that students, families, and instructional staff are aware of students’ progress and mastery of core content. Concurrently, students will be guided by their teachers via their course lectures and course syllabi to understand which standards need to be mastered by each lecture so that students stay on track. Throughout the week, when students are in the self-directed learning studio, at least 1 core academic teacher will be present, supervising students and holding office hours with students who require additional support. We will also have teacher’s assistants, and college tutors available to help students, as needed. These supports will ensure that students not only stay engaged during the learning studio but that we have adequate
supervision to ensure that students receive the academic and socio-emotional support that they need to be successful.

High School Innovation Lab

A detailed description of the Innovation Lab is provided later in Element A, under the Science, Technology, and Engineering section.

Flex Time

As noted in the high school schedule in the Appendix E students will have ample time when they are not required to be in a course lecture or the Innovation Lab. This flexibility allows Promise Academy to ensure that students individual needs are met by instructional staff and fosters agency in students by giving them more autonomy over how and what they learn. During these Flex periods, students will be able to choose their learning experiences based on their interests and academic needs. Students who need additional time in the Innovation Lab to complete their challenges may do so, whereas students who need more office hour time with teachers have that opportunity. Flex time is also when students may have access to mini-electives and other important mini-courses that aren’t part of the core curriculum. Flex time will allow students to participate in college-access and college-advising seminars, to attend guest lectures from community experts, or to participate in off-campus courses at local community colleges or universities. The availability of flex time options will depend upon available funding and staff capacity once the high school is established.

Flexibility

Students will have flexibility within the Promise Academy model to explore their interests not only through elective courses but through experiences that make them well-rounded individuals. Below are some of the ways in which we hope to offer additional opportunities for student development.

College Coursework

Because of the flexibility in the model, Promise Academy students will be encouraged to take college coursework while in high school if the school’s budget allows. In addition, the school will attempt to partner with local junior colleges and universities to create pathways to college and potential dual enrollment of students.

Intersession

Each summer and once each semester (3 times total), Promise Academy students will have an opportunity to participate in developmentally appropriate enrichment activities organized by the school. Possible activities could range from college tours to community service to camping trips. The goal of intersession is to give students new experiences that make them well-rounded and that keep them motivated to change the world around them.
Extended Day Activities
Our hope at Promise Academy is to be able to provide extended day activities for students, pending funding. Students will be encouraged to stay for after school activities and learning opportunities. Some of the activities and learning opportunities we plan to offer in our extended day program will be:

- Student Clubs
- Academic Tutoring
- Recreational Sports
- Performing Arts
- Music

SCHOOL CULTURE AND CLIMATE

Promise Academy will exist to create personalized, world-class educational experiences that prepare all students to reach their potential and to change the world. We must ensure that college acceptance, support, and persistence becomes a reality for all. Our students will be the social entrepreneurs who will use the academic skills they gain to tackle community and societal challenges and develop the mindsets and solutions needed to change the world around them. All students, staff, and family will adhere to core values that will work to create and sustain a culture that will help us achieve our mission.

Our vision for creating a culture of achievement is built upon our core beliefs which were presented earlier in this petition:

- All students can learn at a high level
- Students learn differently and at different paces
- Students should have choices in what they learn and how they learn it
- Family and cultural diversity should be celebrated

Our core values at Promise Academy are anchored in these beliefs:

Promise Academy is a school of today preparing our students for the future. We know that ensuring our students can take the knowledge and skills they learn in school and apply those in novel contexts is vital to their success. Because of this, at Promise Academy, our students will be AGILE. This is an acronym that helps us to frame, examine and distribute our core values to all stakeholders. These core values, their definitions, and associated actions, are listed below.

<table>
<thead>
<tr>
<th>Value</th>
<th>Definition</th>
<th>Associated Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency</td>
<td>The ability to make choices about and take an active role in one’s life path</td>
<td>• We take responsibility for our own learning, achievement, and growth</td>
</tr>
<tr>
<td>Good Choices</td>
<td>Making decisions that are based on not only what is good for an individual but that of a community especially in the areas of academics, behavior, and healthy choices</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Being honest and true to oneself.</td>
<td></td>
</tr>
<tr>
<td>Love</td>
<td>Developing and maintaining strong affection for self and others.</td>
<td></td>
</tr>
<tr>
<td>Excellence</td>
<td>Holding oneself and others to a very high standard or level of quality</td>
<td></td>
</tr>
</tbody>
</table>

- We ask for help and use our resources to strengthen our learning and practice
- We use what we know to help improve ourselves as well as the lives and experiences of others
- We try our best to make choices that are good for our bodies, minds, and spirits
- We try our best to make choices that are in the best interests of our community
- We recognize that mistakes happen to everyone and we will reflect on ways to improve choices when mistakes occur
- We take responsibility for our actions, thoughts, and words
- We tell the truth and take responsibility
- We speak difficult truths to protect ourselves and our community
- We stand up for what is right.
- We embrace difference and seek to appreciate the everything that makes us who and what we are
- We support others in their personal growth and work together
- We believe that everyone is worthy of success, happiness, and safety
- We aim to grow and to achieve at high levels
- We come to school on time and ready to learn
- We do our best work each day

At Promise Academy, we know that a strong and joyful culture is not built only by having clear values that align with our mission. To create the culture we seek we must intentionally use the structures embedded within the school day and year to maintain our culture over time. Some of the systems, structures, and strategies we will use to support our culture include:

- **School-wide systems to build a culture of joy.** School must be a place where all students feel valued and where they have fun. At Promise Academy, we will build in
times each day and week to celebrate our students and the unique assets they bring to our school community. Below are a few structures to build a culture of joy:

- **Morning Huddle.** Each morning, students and teachers will participate in a classroom based culture building meeting. During the morning huddle the school creed will be recited and a student-led discussion will take place. This discussion will be planned by the class’s “huddle leader” and the topic chosen will align with either the school’s values or a topic of inquiry being studied in class. For our youngest scholars, teachers or older classmates will help them prepare to lead this segment of the morning huddle.

- **Family Meeting.** Each Friday, families will be invited to join the rest of the school community for a celebration of our culture and achievements. During the family meeting we will recite our school-wide chants, cheers, and the school mission. At each meeting, a different member of the staff and/or a parent will have the opportunity to talk about one of the school’s values and to give a special award of recognition to the student who has demonstrated the value to a high degree.

- **Monthly Theme.** Approximately each month, the school will have a theme that is related to one of the core values of the school and is also related to how we can use this value to improve our community and change the world. The theme will be presented to students during family meeting and then lessons related to the theme will be integrated into academic rotations. Students will often read texts about the theme and the school value of focus and will learn about diverse individuals throughout history who have demonstrated the value. At the end of each theme, students will have an opportunity to demonstrate how their thinking has deepened related to the theme. As appropriate, Innovation Lab challenges will also be integrated with the monthly theme.

- **Culture Calendar.** As mentioned previously in the petition, we will establish a year-long culture calendar to ensure that all students, regardless of past experiences in school, will be honored, valued, and celebrated. The culture calendar will use a framework believed to have been started by a school in the KIPP network of schools. Through this framework the school will have a set of monthly rewards and celebrations to which all students will have equitable access. Culture calendar events will include themed family nights based on the values of our school, an annual awards assembly, and quarterly showcases for celebrating student work, including celebration of challenges completed from the school’s Innovation Lab.

- **A Commitment to High Expectations for All Students and School-wide Routines and Procedures.** At Promise Academy, we know that all our students are capable of greatness, especially when they are effectively supported. Promise Academy maintains a culture that is warm, consistent, and caring. The rules, routines, and expectations for students will be developed by teachers and school leaders before the school launches and then will be implemented consistently across classrooms at the school to ensure that students have an equitable and consistent school experience. We will develop our school’s routines and procedures with equity in
mind—we will define the types of expectations that will be most important to our students’ success in school and life and will teach these expectations, routines, and procedures explicitly to students over the course of the year. While we will develop our routines internally they will be greatly inspired by some of the effective strategies identified in Doug Lemov’s *Teach Like a Champion 2.0* as well as Chris Biffle’s *Whole Brain Teaching*.

- **Structures to Ensure Equity and Reflection.** As stated previously, cultivating the critical consciousness and entrepreneurial spirit of our students is a vital part of our model. We only do this when the adults in the school and our families work to examine their own biases and privilege reflect on ways that we can grow to provide our students with an even more equitable school experience. We will spend time at Promise Academy working with staff and parents to unpack issues around race, class, and equity and will create structures so that the adults and students can participate in reflective and solutions-oriented conversations with one another when challenges arise.

- **Common Language.** We will develop a common language around our school values that is shared by students, teacher, parents, administrators, and all other staff members. We will bring out students into the culture of our school by ensuring that they, and their families know our school values and know how to demonstrate positive actions that are associated with each of our values. We will spend a significant amount of time with our teachers and students understanding the “why” and the purpose behind everything we do. With this clarity and common language come investment and engagement—two keys that are critical to the academic success of our students.

- **A School-wide, Positive Behavior System.** At Promise Academy, we believe that one of the most important roles a school can play in the lives of young people is to nurture their socio-emotional development. We will establish a school-wide behavior system built on best practices to ensure that students are supported to reach our high expectations. Our school culture system will include restorative justice practices as well as research-based best practices used in many PBIS models as well as practices used in the responsive classroom approach.

- **Community Engagement Staff and Parent Leadership.** At Promise Academy, beginning in year 1, we will have a full-time Community Engagement Coordinator on staff to hold 10-15 1:1 parent meetings each week and to plan and hold family events throughout the school year based on our school values. This staff member will be provided with extensive training related to community organizing and family engagement and will likely participate in Innovate Public School’s Community Organizer Training Program. A description of the Community Organizer Training Program can be found in the Appendix B of the petition. In addition to this, as described earlier in this petition, we will also establish a parent leadership group that will meet monthly at the school. This parent leadership group will be diverse and will represent the demographics of our student population. Promise Academy
parent leaders will set agendas for and lead monthly parent meetings to have meaningful input in decisions made at the school.

- **Development Related to Building Culture for All.** We will spend a significant amount of time training teachers, students, staff and parents on our core values that will guide our conversations and collective decisions on important matters and provide a frame for all stakeholders on how to be successful within this community. Teachers will be trained on how to embody and guide conversations around our school’s core values at orientation each year (1 week prior to the start of school), at intersessions (one week between each quarter), and will receive feedback and coaching on how to improve facilitation of challenging discussions and remain aligned to our core values. Students will be trained by teachers on how to participate in tough conversations in a respectful way that still allows them to exercise agency around their thoughts and beliefs.

**INSTRUCTIONAL VISION, CURRICULUM, AND TEACHING METHODOLOGIES**

*Promise Academy Instructional Vision*

We know that to achieve our mission, we must ensure that all students at Promise Academy have access to a world-class instructional program. The foundation of our instructional program lies in ensuring that all our students receive rigorous instruction that is tightly aligned to the Common Core State Standards, the California History and Social Science Standards, and the Next Generation Science Standards. In the high school, our curriculum will also be deeply aligned with AP course expectations, ACT benchmarks and other college-preparatory instructional expectations. Promise Academy plans to apply for UC course approval for all courses required by the A-G, and to participate in the AP Audit. Promise Academy will choose core curriculum materials that combine traditional classroom curriculum with online, self-directed and adaptive learning programs. Additionally, individual classroom educators are encouraged to use their flexibility and professional discretion to supplement any chosen materials with a variety of texts and materials, depending on the needs of their students. An overview of our approach to curriculum development and instructional methodologies are outlined below. The summary below represents the types of curriculum and learning experiences students at Promise Academy are likely to experience during their TK-12th grade education at the school.

*Instructional Vision and Curriculum Development/Resources, TK-12*

**Literacy and Humanities**

In their book, *Reading Reconsidered*, Doug Lemov and Colleen Driggs argue that “if our hopes and expectations for our students stretch far--to the highest levels of accomplishment and learning--then our responsibility includes preparing them to read
with rigor, independence, precision, and insight.\textsuperscript{20} The founding team at Promise Academy couldn’t agree more--we know that being able to read fluently is a vital skill for our students’ life success. We also know that pairing fluent reading with the ability to effectively communicate in writing and orally are equally as important if we want to ensure that our students can have happy and successful lives. Because of these beliefs, students at Promise Academy will participate in a rich and rigorous approach to literacy development throughout their TK to 12th grade years at the school. Below is an overview of how literacy will be cultivated in students while they are students at Promise Academy.

\textit{Alignment to the Common Core State Standards and Key Instructional Shifts Required by Common Core and Other Standards}

At Promise Academy, we believe that instruction should be rigorous, engaging, and reflective of the shifts required by the Common Core State Standards. Our TK curriculum will be aligned to the California Preschool Learning Foundations developed by the California Department of Education. As such, we anticipate adopting the Student Achievement Partners Instructional Practice Guide as a foundational part of our vision for what world-class English Language Arts instruction should look like in any given lesson. This toolkit is included in Appendix D and is built upon the belief that the following major shifts are required to meet the rigorous expectations of Common Core:

- All students need access and practice with complex texts and related academic language;
- Students must have ample access to both informational and literary texts and the reading, writing, and speaking that students do must consistently be anchored in evidence from the texts they read, and;
- Students must build knowledge through content-rich nonfiction.

When our approach to literacy instruction ensures that these three shifts are evident in our instruction, we allow students to access rigorous texts throughout their education. Related to these shifts are core actions of effective literacy instruction that will be present throughout literacy lessons at Promise Academy from Kindergarten through 12th grade.

\textit{Phonemic Awareness, Phonics, and Fluency}

At Promise Academy, we believe in balanced literacy. In the youngest grades this begins by ensuring that students have a strong foundation in phonemic awareness and sound-letter correspondence. For our TK and K classes, we will ground our understanding of phonics instruction in these core texts: \textit{Phonemic Awareness} by Michael Heggerty and \textit{Phonemic Awareness in Young Children} by Adams, Foorman, Lundberg, Beeler. As they progress in

developing these skills, students then move onto word and passage reading, as well as vocabulary development, reading comprehension, and reading aloud fluently and with voice. In the upper elementary grades, once students have mastered foundational skills related to phonemic awareness and phonics, they move onto reading novels and longer passages independently.

As mentioned previously in the petition, students in the lower grades will have explicit phonics instruction daily usually during the concept development portion of their academic rotation. While we are still exploring curriculum to use during this block, we will likely select a curriculum such as Jolly Phonics or Reading Mastery.

**Vocabulary**

We know that the ability of our students to become fluent readers, writers, and speakers depends greatly on the ability of our students to develop an expansive vocabulary. Becoming exceptionally literate requires that our students understand the nuance of word usage and word choice and requires that they can make meaning from words that are both familiar to them as well as words that are new.

We also know that students come to school with dramatic differences regarding the words that they know and have interacted with in their homes and communities. In their well-regarded book *Meaningful Differences*, Hart and Risley’s found that students living in poverty enter school often having interacted with 30 million fewer words than their affluent peers. Their research also makes the case that the depth and quality of conversation students have with their parents and peers before entering school has just as significant an impact on school-readiness and achievement as the quantity of words with which students interact. Because many of Promise Academy students may come to school without having been exposed to the same amount of language as their more affluent peers, we know that having an explicit presence of vocabulary and language instruction at our school will be vital for the success of our students.

At Promise Academy, vocabulary instruction will be a core part of the curriculum across all content areas--vocabulary instruction will not only live in the Humanities courses, but will also have a meaningful presence in mathematics, science and technology, and other courses. Our approach to vocabulary instruction will be based on best practices and research from some of our nation’s highest performing schools. We will ensure that our teachers are supported to understand the basic principles of language acquisition that are required for students to develop and expand their academic vocabulary and we will support teachers to understand that students must not only learn a large quantity of vocabulary words but that they also must develop a significant depth of knowledge for many words and concepts so that they can use the words they come to know in their

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reading, writing, and speaking. Our approach to vocabulary development will mirror the approach outlined in the book *Reading Reconsidered* and a hallmark of our approach will be ensuring that we teach vocabulary both explicitly and implicitly.

Teachers at Promise Academy will choose many of their vocabulary lessons in response to the texts that students are reading. Identification of new vocabulary words will be a core part of any pre-reading activities for texts students read, regardless of the class or course they are taking and will continue to have a meaningful presence in the student experience through high school. When new words and word families are introduced to students we will use explicit instruction to ensure that students develop deep knowledge about the words they are learning. Through this explicit instruction students will become aware of the multiple forms and meanings for words as well as how connotation and context can impact meaning. This type of instruction will also help students to understand various situations in which words are typically applied and how to analyze the deeper meanings of words using context as a guide. In addition to this explicit type of vocabulary instruction, teachers at Promise Academy will also build students’ vocabulary and language skills by teaching vocabulary implicitly, i.e., teaching students a variety of word attack strategies that they can use to master the meaning of words as they come across them in their independent reading.

In addition to creating internally developed vocabulary lessons that are aligned to the texts that students read we will also supplement our instruction by using other vocabulary resources. While we are still exploring various curricula, we anticipate adopting a vocabulary program such as *Wordly Wise*.

*Reading Comprehension, Close Reading and Textual Analysis*

We know that students must be able to read increasingly complex texts fluently and must be able to analyze the meaning and purpose of those texts if they are going to be proficient readers, writers, and communicators of the English language. In the 2006 ACT study, *Reading Between the Lines*, research found that the ability to read complex texts was one of the greatest factors differentiating between students who were college-ready and those who were not. We also know that the ability to read complex texts is not only required for college success but that it is also required for students to be prepared to enter many parts of the workforce. The graphs below summarize these findings. We also know that a core skill to being a lifelong learner is developing the interest and motivation to learn content through reading.
At Promise Academy, students in each grade level will have multiple opportunities to build their comprehension and textual analysis skills both during English Language Arts lessons and across the content areas. Across the grade levels we will build students’ reading comprehension skills and textual analysis skills through a combination of the following instructional blocks and teaching methodologies. A summary of which of these will be used in which grade bands is provided near the end of this section of the charter petition.

- Interactive Read-Alouds. In the earliest years students will participate in a teacher-led read aloud daily. Books used for read alouds will be a combination of both

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22 Slides from Student Achievement Partners Common Core Literacy Workshop presented at the Teach for America 25th Anniversary Summit in Washington, D.C.
literary texts as well as non-fiction texts. Teachers will choose texts based on the monthly theme at Promise Academy and based on skills and concepts that students need to develop per their grade level curriculum map. During read-alouds teachers will model effective reading skills and comprehension strategies and/or phonics skills and will begin modeling for our youngest students how to react to a text based on textual evidence. Students will build engagement in the reading process by participating interactively in read alouds and then will have the opportunity to practice and apply the skills/concepts presented in the read aloud independently during the reading comprehension block and during independent reading. Teachers will plan lessons for their read-alouds as they would for any other portion of a lesson, including planning an introduction, gradual release and interaction with the target skill, and a check for understanding. See Appendix D an example of a thoughtful read aloud lesson plan for the book, *Carlos and the Squash Plant*.

- **Guided Reading.** As mentioned previously, students in the early years at Promise Academy will regularly have their reading levels and skills assessed so that the teacher can provide data-driven small group instruction. One type of this small group instruction is guided reading. During guided reading a teacher or instructional staff member meets with a small group of students who are reading at a similar grade level or who need help developing a common skill or concept. Students in guided reading read from the same text and participate in collaborative, teacher-guided skill development related to the text they are reading as a group. We will base our guided reading instruction on the highly-acclaimed book by Jan Richardson, *The Next Best Steps in Guided Reading*.

- **Literature Circles.** Once students’ fundamental literacy skills are developed, students will begin meeting in collaborative peer reading groups, known as literature circles. It is anticipated that most students will begin regularly meeting in literature circles by the time they in 3rd grade. During literature circles, students will be grouped and learn in one of two ways. In some literature circles, students will be homogeneously groups by reading level and/or skill or concept development. In these groups students would be reading a common text (either fiction or nonfiction) and would read the book together and practice close reading and textual analysis skills. In the second possibility, students would be grouped heterogeneously and would be reading texts that are all connected to a common theme (but texts may be on different topics and would be at the appropriate reading level for individual students). A focus in literature circles is also ensuring that students are building their habits of academic discourse and can participate actively in a discussion about themes present in their texts. Texts often may be selected to help students prepare for challenges they are working on during the Innovation Lab.

- **Reading Comprehension Block/Close Reading and Textual Analysis.** Time will be reserved during the literacy block to ensure that students receive explicit direct instruction via a gradual release model (I do, we do, you do model) for core skills and content related to reading comprehension, textual analysis, and close reading.
strategies. This will likely take place during the content workshops in the elementary and middle grades and will take place during English courses/lectures in the high school grades. During this time teachers will be able to work with various-sized groups of students to ensure that they are mastering skills and core content related to effective comprehension and textual analysis at their grade-level.

- Independent Reading. Accountable independent reading time will occur daily for Promise Academy students. One of the key levers for increasing reading proficiency is ensuring that students read independently for significant amounts of time. High quality independent reading builds student stamina and agency as they learn to choose high quality texts that are of interest to them. According to the Reading and Writing Project, “There is research evidence which suggests that volume of reading is linked to attaining higher-order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). Anderson, Wilson, and Fielding (1988) researched the relationship between the amount of reading done and reading achievement. They found that the amount of time reading was the best predictor of reading achievement, including a child's growth as a reader from the second to the fifth grade.”

- Discrete Skill Development. Students will leverage the instructional expertise provided by their teachers during academic rotations and content workshops to receive explicit instruction on skills with which they need the most support and participating in rigorous text based discussion and debate (in the upper grades). Students also need to cultivate the development of many of the more foundational skills that lend themselves well to student-driven learning via online adaptive learning platforms. Students will have opportunities to work on these both at home and at school and will use programs such as No Red Ink, Achieve3000, and other platforms. Teachers will gather data yielded from these platforms to use to create small group interventions and to inform future lessons.

- Socratic Seminars. In the upper grades, students will lead discussions around texts they read via Socratic Seminars. Topics for the seminars may be developed by the teacher or may be student-driven. In these seminars, students will participate in discussions that clarify core content and explore the complexity of reasoning and themes in book club novels and texts. As with literature circles, students may be groups for Socratic seminars heterogeneously or homogeneously and students will have ample opportunities to develop their habits of academic discourse. Students also may use Socratic seminar time to help them prepare for upcoming work in the Innovation Lab.

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23 www.readingandwritingproject.org
Students at Promise Academy will begin building their writing skills from the earliest grades. In grades TK-3 the curriculum will focus on letter and number formation as well as building the skills to write and accurately spell sight words, high frequency words, and vocabulary words. There will also be a strong focus in the writing curriculum in the youngest grades to ensure that students begin mastering the basics of sentence formation, story-writing, and grammar and paragraph formation. Students in the youngest grades will participate in daily oral language exercises as well as daily writing activities aimed at helping them apply their writing skills authentically in their own work. Students will also learn many of the skills required for more sophisticated writing by recognizing these skills and strategies in the texts they read (or have read to them) in the early elementary grades. Our youngest students will begin developing their writing skills by learning how to illustrate detailed images of stories that are read aloud to them. Students will also begin crafting their own writing by learning how to assemble images in chronological order and by illustrating and writing stories based on everyday experiences they have in school and life.

In the upper elementary and middle school grades students will begin understanding how more complex sentences, paragraphs, and writing are created. They will learn how to identify various forms of writing (expository, narrative, informational, creative, etc.) and will learn how to craft multiple styles and forms of writing on their own. We will use internally created curriculum and rely on effective materials that have been created externally to ensure that students are provided with high quality strategies to improve their writing over time. By the end of the middle school years, students will have learned all the core elements of the writing cycle and will have produced multiple pieces of writing using this cycle as a framework. We anticipate the extensive use of graphic organizers, thinking maps, and other supports to ensure that all students can begin writing from an early age.

Late in the middle school years and through high school students will begin writing more complicated and original pieces of writing and will begin including the analysis of complex texts in their writing assignments. Students will write logical arguments and back up their claims with evidence relevant to the topic about which they are writing. Through our Innovation Lab, students will have extensive opportunities to write essays, blog posts, and other presentations regarding the challenges they complete. These products will often be vetted and edited many times by individual students and through a peer editing process and students will have the opportunity to present their work for authentic audiences throughout their time at Promise Academy. During these years, students will also have the opportunity to begin comparative analysis of literary and expository texts and will begin to develop writing that illustrates their own unique point of view about topics relevant to their lives. The focus of our writing curriculum will be to ensure that students can think and communicate clearly to diverse audiences and that they can articulate their unique point of view. The table below summarizes the key parts of our literacy model and highlights at what grade levels and when during the instructional day these elements
occur. We have also included draft overviews for core content areas for our opening grades in the Appendix D of the petition.

**Figure N-a. Key Academic Elements for English Language Arts**

<table>
<thead>
<tr>
<th>Key Elements</th>
<th>Part of School Day</th>
<th>Grade Levels</th>
<th>Possible Curriculum and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness, Phonics, Fluency</strong></td>
<td>Academic Rotations</td>
<td>Mostly TK-2</td>
<td>Reading Mastery Jolly Phonics</td>
</tr>
<tr>
<td></td>
<td>Content Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>All</td>
<td>All</td>
<td>Teacher-generated curriculum Wordly Wise Words their Way</td>
</tr>
<tr>
<td><strong>Interactive Read Alouds</strong></td>
<td>Content Workshops</td>
<td>Mostly TK-4</td>
<td>Teacher selected books (fiction/non-fiction)</td>
</tr>
<tr>
<td><strong>Guided Reading</strong></td>
<td>Academic Rotations</td>
<td>Mostly TK-4</td>
<td>Teacher selected books (fiction/non-fiction)</td>
</tr>
<tr>
<td><strong>Literature Circles</strong></td>
<td>Academic Rotations</td>
<td>Mostly 4-8</td>
<td>Engage NY Teacher/Student selected books (fiction/non-fiction)</td>
</tr>
<tr>
<td></td>
<td>Content Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Comprehension/Cosmic Reading</strong></td>
<td>Academic Rotation</td>
<td>All</td>
<td>Teacher selected books (fiction/non-fiction)</td>
</tr>
<tr>
<td></td>
<td>Content Workshops</td>
<td></td>
<td>Engage NY News ELA Raz Kids</td>
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<tr>
<td></td>
<td>Innovation Lab</td>
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<td></td>
</tr>
<tr>
<td><strong>Independent Reading</strong></td>
<td>Academic Rotation</td>
<td>All</td>
<td>Teacher selected books (fiction/non-fiction)</td>
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<tr>
<td></td>
<td></td>
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<td>News ELA Raz Kids</td>
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<tr>
<td><strong>Socratic Seminars</strong></td>
<td>Academic Rotation</td>
<td>Mostly 6-12</td>
<td>Teacher selected books (fiction/non-fiction)</td>
</tr>
</tbody>
</table>
### Content Workshops

<table>
<thead>
<tr>
<th>Writing</th>
<th>All</th>
<th>All</th>
<th>Step Up to Writing</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Write Tools</td>
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<td></td>
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<td></td>
<td>Teacher-generated curriculum</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>No Red Ink</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Discrete Skill Development</th>
<th>Academic Rotations</th>
<th>All</th>
<th>Engage NY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Content Workshops</td>
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<td>Match Fishtank</td>
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<td></td>
<td></td>
<td>Achievement First Open Source</td>
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<td></td>
<td></td>
<td></td>
<td>Curriculum</td>
</tr>
</tbody>
</table>

### Mathematics, Science, Technology, and Engineering

If our students are going to compete in the 21st century global economy, they must develop numerical fluency and deep knowledge of mathematics. For years we have known that America’s students perform far below many other nations in core subjects such as mathematics, science, and reading. Recently updated data released by the Pew Research Center illustrates the gravity of this issue with U.S. students performing 38th out of 71 countries on the last PISA (Programme for International Student Assessment) in Mathematics and 24th in Science. We know that we must do better by our students, especially our low-income students and students of color, if they are going to be able to compete in a global marketplace.

At Promise Academy, our mission is to foster social entrepreneurship in our students and to ensure that they are equipped to change the world. Thus, our students will receive significant instruction in mathematics, science, technology, and engineering throughout their education. Below is an overview of how mathematics, science, technology, and engineering knowledge and skills will be cultivated in students while they are at Promise Academy.

**Mathematics**

As with all our subjects, we know that rigorous instruction must be aligned to Common Core State Standards as well as AP expectations and ACT benchmarks. Promise Academy

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plans to apply for UC course approval for all courses required by the A-G, and to participate in the AP Audit.

As with literacy, our core approach to mathematics instruction will be ensuring that mathematics instruction is engaging for students and is driven by the expectations of the Common Core State Standards. Mathematics instruction at Promise Academy will represent the shifts required by these rigorous standards. A summary of these shifts, taken from the “Common Core State Shifts in Mathematics” published by Achieve the Core include:

- **Focus.** The Common Core standards require a greater focus on the mathematics concepts that students learn. At Promise Academy, we will ensure that students are prepared to master grade level standards by ensuring that our students build the foundational skills they need. Part of our strategy to do this will be by focusing deeply on the major work required by each grade level set of standards. This will allow our students to develop a strong foundation in conceptual understanding and will allow them to develop fluency with procedural skills. This focus will also allow our students to apply math concepts and content they learn to life outside of the classroom. Our teachers will use the Student Achievement Partners “CCSS Where to Focus” standards guides to ensure that we are effectively focusing on the major work of each grade level. Examples of these can be found in the Appendix D of this charter petition.

- **Coherence.** The rigor of the Common Core standards also requires instructional staff to deeply understand how standards build from grade level to grade level as well as the connections between standards, within grades. The common core standards have been carefully constructed to ensure that students can build new knowledge at each grade level based on prior understandings. Ensuring that our teachers deeply understand the map of standards is critical and we will ensure that they build this proficiency and leverage it to develop students’ mathematical proficiency. We will use the Coherence Map, published by Achieve the Core, to build our staff’s understanding how math standards progress throughout and within the grades.

- **Rigor.** To ensure that our students are prepared to succeed in college and life we must ensure that all our students access rigorous instruction in mathematics. As such, mathematics instruction at Promise Academy will include the three paths to rigor required by the Common Core including:
  - Conceptual understanding
  - Procedural skill and fluency
  - Application

Lessons at Promise Academy will consistently be planned to ensure that all three levels of rigor are present, as appropriate, for each standard taught.

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As with ELA, students will learn math content during their academic rotation portion of the day as well as during content workshops and the Innovation lab and, during each portion of the school day we will use a three tiered approach for math instruction: discrete skill building, conceptual foundation building, and application.

- Conceptual foundation development and discrete skill building. All students at Promise Academy will have portions of their school day when they are learning core mathematical content and standards through online learning, collaborative learning with their peers or direct instruction from a teacher. During academic rotations (specifically during concept development) teachers will present math-mini lessons to students and with gather data on student mastery of standards through checks for understanding. Students will also master mathematical content and standards during the spiraling block and during parts of small group instruction when they will be learning content via online platforms and teacher generated content playlists. We anticipate using a variety of curricular resources to foster student mastery of core content standards including Gooru, Khan Academy, and iXL. We will also use teacher generated, standards-driven lessons built from a variety of resources such as materials developed and used at Gilroy Prep School as well as curricula such as Bridges to Math and Eureka Math.

- Application. Students will also spend a significant amount of time building their conceptual knowledge of mathematics through challenge based learning and online platforms. These opportunities will be provided to students during the thematic exploration portion of the academic rotation as well as during Innovation Lab. During these times students will be presented with a menu of STEM challenges that are aligned with the core content standards they have been learning during concept development and during other parts of the day. During these times students may also participate in cognitively guided math instruction (CGI). CGI is a research based approach to math instruction that leverages students’ intuitive knowledge if math with formal, problem-based math instruction.

The diagram below summarizes the types of math instruction and the types of curriculum and strategies we will use to foster student understanding in each part of our academic program.

*FIGURE N-b. Key Academic Elements for Mathematics*

<table>
<thead>
<tr>
<th>Portion of the Day</th>
<th>Types of Math Instruction</th>
<th>Possible Curricular Resources and Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Rotation</td>
<td>Concept Development</td>
<td>Standards based mini lessons with guided practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cognitively Guided Instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bridges in Mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eureka Math/Engage NY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CGI Problem Sets</td>
</tr>
</tbody>
</table>
This approach to math instruction allows learning to be personalized for students. This personalization will be broken down into three parts:

- **Choice.** The first way we will personalize a student’s experience is through choice. Each week, students will have a menu of high interest challenge activities to choose from. These activities will require that students develop a plan for addressing a challenge that requires mathematical computation and will all align with the theme and academic concept of focus (i.e. equity for persons with disability). This will give students an opportunity to apply what they are learning (i.e. slope formula) to solve a challenge (i.e. designing an ADA compliant ramp). This relevance will increase engagement.

- **Small Group Instruction.** Each day students will participate in a small group Socratic seminar discussion around the concept of focus. Teachers will facilitate a discussion...
that infuses high level academic vocabulary and helps students to develop thematic and academic concepts. This style of spiraled instruction will be standards-based and will be used to move students towards mastery of concepts. This small group instruction can take place in either the academic rotation or content workshop parts of the day.

- **Blended Learning/Adaptive Software.** Teachers will work with students and collect data used to design a personalized learning playlist of high quality learning software such as Khan Academy, IXL Math, ST Math, etc. which will help to reinforce learning, enhance development with those students who need to move ahead, and remediate skills for students that are struggling.

**Science, Technology and Engineering**

Our mission at Promise Academy is to develop social entrepreneurs who will change the world. To accomplish this goal we know that our students must not only become fluent in reading, writing, listening, speaking and mathematics. Our students must also cultivate an entrepreneurial mindset where they learn what is happening in their community and world and where they design challenges to solve the problems that resonate the most with them. When students can do this, they unleash their passion and creativity. Students at Promise Academy will leverage the time that they spend in our Innovation Lab to not only cultivate the content knowledge (science, technology, engineering, and mathematics) that they need to be social entrepreneurs but also to develop the mindset and collaborative skills that they will need to work with others to create unique and lasting changes for good. This approach also provides the opportunities for students to cultivate a strong, integrated sense of self and the critical consciousness they need to not only develop an awareness of the world around them but to also take action and create change.

Students at Promise Academy will master core content in science, technology, and engineering both via online learning playlists and platforms but also through collaborative learning and design challenges they will complete during the Innovation Lab. In the high school, students will also complete A-G aligned courses to master core content in these key areas. As with other subjects, all our instruction in science, technology, and engineering will be aligned to appropriate standards, including the Next Generation Science Standards. A draft of our curriculum overview for the Innovation Lab is included in Appendix D. We will also rely on the Student Achievement Partners’s instructional practice guide for science as a hallmark document for our instructional vision for what excellence in science and technology teaching looks like. A copy of this document can also be found in Appendix D of the petition.

As mentioned earlier in the petition, the Innovation Lab portion of the school day is where students take the skills they have learned during academic rotation, small group instruction and content workshops, and their high school courses and apply them to real-world challenges. At younger ages, students will choose from menus of standards-aligned challenges in math, science and coding. At the older ages, students will identify challenges in their community and create innovative solutions to these challenges. During Innovation Lab, students will learn the skills and habits of mind required to develop an
entrepreneurial spirit and to design, prototype and iterate solutions to the challenges they choose to work on.

Approximately every 4-6 weeks we will have a schoolwide theme that presents a local issue and a larger societal issue that has not been solved and that needs to be addressed. The menu of activities and challenges issued to students in all core areas (which includes coding and logic) will be aligned to this theme. This will give context to daily Socratic seminars facilitated by teachers as well as analytical writing and technical writing completed by students.

In the Innovation Lab, students will learn and then use a design thinking process (inspired by the teams at the Stanford d. School and Bullis Charter School) to help them solve their challenges.

A detailed description of each of these phases is included in the Appendix D of the charter petition. A sample Innovation Lab challenge and associated schoolwide theme are described below.

A Possible Innovation Lab Challenge for a Promise Academy 6th Grader

This month at Promise Academy the theme is exploring how adversity fosters innovation. Students at Promise Academy have already begun exploring this theme and learning standards that are related to this theme throughout the school week. During morning huddle this week, the students came together as a community to hear stories from local community members about various types of adversity they have faced in their lives and how they have developed strategies to overcome these challenges. During Literacy, academic rotations and courses, students in the middle school are reading biographies, autobiographies and memoirs of people, such as Wilma Rudolph and Patricia Miranda, who achieved greatness while living life with significant life challenges and/or disabilities. In the elementary grades, students are learning how many of their favorite inventions, such as
play-doh and silly putty, were innovations created by happenstance. In the high school, students are completing an independent study and literature review of the historical, climatic, and geographical pressures in Somalia that have fostered and limited innovation for the people who live there and they are reading stories of entrepreneurship developing in that region of the world. In math-based academic rotations and courses, students have been learning many of the core content standards that they will need to have mastered to meaningfully participate in their Innovation Lab Challenge related to this month’s theme.

Today a group of 6th graders at Promise Academy enter the Innovation Lab excited to decide which challenge they want to spend the next 4-6 weeks working on with their peers. Upon entering the lab, the teacher calls the class to order and does a quick KWL (Know-Want to Know-Learned) chart with the students regarding the school’s monthly theme. The teacher then pulls up the list of challenges from which students can choose for the current cycle. The menu has been strategically developed to allow challenge options for students from TK to 12th grade and thus is diverse in terms of difficulty level. Students are provided an online playlist related to explore in groups of 4 so that each group can come to consensus about which challenge they will select. After completing the playlists for a few options this group of students selects a challenge in which they will research the equity of access to ADA ramps on their campus and in core parts of San Jose and develop a proposal to increase equity to the city councilor and Mayor of San Jose. To do this the group will create a design thinking action plan where they will create concrete steps and a timeline to go through each of the phases of the design thinking process to complete the challenge together and complete their proposal on time. At the end of the Innovation Lab cycle they will present their proposal to an audience at a Promise Academy exhibition night and invitations to the event will be sent to key elected officials of San Jose.

Each week along the way, the Innovation Lab director will be helping the group develop and execute their work plan and will be cultivating playlists of content standards and other materials that students will need to complete their challenge on time. The teacher will also take time during each Innovation Lab period with this class of 6th graders to hold small group tutorials with members from different challenge groups to help them understand how each of the design challenges is related to the school’s monthly theme and to help deepen their understanding of how issues of adversity can create opportunities for innovation in our community.

The menu of challenges that are developed for each cycle of the Innovation Lab will be strategically created to ensure that core standards related to Science, Technology, and Engineering are covered throughout the year. Within each menu, options will be created based on core skills and experience that we know students need to develop to be active 21st century citizens. A sample menu of Innovation Lab challenges is found in Appendix D.

History and Social Studies

History and social sciences will be integrated into our English Language Arts program and instructional blocks in the elementary and middle school grades at Promise Academy. We will follow the California State Standards for History and Social Sciences and instruction
relative to these standards will be integrated into English Language Arts scopes and sequences and unit plans (see examples of these documents in Appendix D). We anticipate using TCI Social Studies Alive! and TCI History Alive! as our core curriculum in grades TK-8. These programs are standards-driven and allow students to interact with social studies and history concepts in an interactive and differentiated manner that foster the critical thinking that we aspire to instill in our students.

In the earliest years, students will explore relationships between themselves and their world, learning more about how their school, family, and community interact in meaningful and impactful ways. Students will learn about historical events and holidays that are developmentally appropriate for them and will better understand how they can develop into responsible citizens. As students progress through the grades they will begin exploring concepts related to physical geography, economics, and national and global culture. We will also rely on the Student Achievement Partners’s instructional practice guide for history and social sciences as a hallmark document for our instructional vision for what excellence in history teaching looks like. A copy of this document can be found in Appendix D of the petition.

Physical Education and Electives

At Promise Academy, we believe that students need to be active and healthy, and that they need to be able to explore a variety of athletic and artistic opportunities to be well-rounded students. In grades TK-8 students will have access to 2-3 breaks daily where they will have structured play outside of the classroom. Teachers may also opt to have students stay inside if the weather is poor and have students complete body breaks using resources such as Go Noodle or Cosmic Kids.

All students at Promise Academy will also have a 30-minute lunch as well as a 30 minute informal physical education period. A calendar of weekly activities will be published and the site administrator, the campus monitor and college volunteers will lead students through activities to help them get active each day.

In grades TK-8 students will have opportunities to participate in athletic and artistic electives courses on Friday mornings during the Flex period. During this time, instructional staff at Promise Academy will offer mini-elective courses that are aligned with their own creative passions or those of students. Offerings will depend based on teacher and student interest but could include Martial Arts, Basketball, Digital Photography, Arts and Crafts, Spoken Word, Performing Arts, Capoeira, The Science of Cooking, and more.

HS Electives will be offered based on student interest. Course offerings will include but not be limited to Graphic Arts, Spanish, Computer Programming, along with various independent study projects through the Innovation Lab. High school students will select desired electives and these courses will be offered as a part of each student’s regular schedule. Innovation Lab electives will be taught and supervised by the Innovation Lab director.
SUPPORTING INSTRUCTION: PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL COACHING

As mentioned previously in the petition, a core element of the Promise Academy model is ensuring that we are recruiting, selecting, and retaining great teachers and ensuring that we are providing teachers with effective supports to grow their practice during their tenure at Promise Academy. We also recognize that because of our innovative educational model we will need to find and select teachers who are excited about the opportunities of working in a new type of school model. Ensuring that our staff are supported to be successful in this new model requires a sophisticated approach to supporting instruction.

At Promise Academy, our approach to supporting instruction is composed of the following elements:
- Effective instructional coaching, observation, and feedback
- Effective professional development
- Collaborative instructional planning

Each of these is described below, as well as an overview of the key instructional staff at Promise Academy who will lead this work:

Effective instructional coaching, observation, and feedback

In far too many schools, classrooms are isolated islands of teaching and learning. Teachers are left alone to plan and deliver lessons without many opportunities for structured collaboration with colleagues and school leaders. In many schools, teachers may only be observed by a school leader a handful of times each year, being left the rest of the time to determine how to best teach on their own. Under these conditions, it’s no wonder that teachers often leave the classrooms far too soon. In America, approximately 500,000 teachers leave their schools each year with approximately 60% of these individuals leaving the profession. At Promise Academy, we strive to develop a culture where everyone at the school is open about their teaching and is hungry to learn and improve their practice in concert with their peers. As such, each of our teachers will participate in an observation and feedback cycle at least once every two weeks with either the Head of School, CEO, or instructional coach of the school.

At the beginning of the school year Promise Academy staff will develop a professional growth plan (PGP) based on the Promise Academy competencies for effective teaching and learning and the year-long schoolwide priorities that the school has set based on the

previous year’s school and student achievement data. In this plan each member of the faculty will work with their manager to develop goals related to their development. For each individual at least one goal related to curriculum and instruction, school culture, and climate, and personal development goals will be written. The PGP will serve as the foundation for the instructional coaching and observation and feedback that will take place over the course of the year.

Observation and Feedback cycles will begin within the first month of each school year and consist of a 15-30-minute classroom observation, a collaborative review of instructional materials and student work, and a 30 minute in-person instructional coaching session. When instructional leaders at Promise Academy observe in classrooms they will use instructional vision documents to guide their observations and to identify key areas of focus for coaching meetings. We are still developing the observation forms and tools that will be used at Promise Academy but they will be built off practices from high performing schools and organizations. We will most likely use the 6-Step coaching method outlined in Paul Bambrick-Santoyo’s book *Leverage Leadership*. This coaching model uses 6 steps to ensure that instructional coaching is collaborative and focused to help teachers improve their practice over time. Sample instructional coaching documents can be found in the Appendix F of this petition.

*Effective Professional Development*

In world class schools, professional development isn’t synonymous with one-off disengaging seminars. Instead, professional development is tightly aligned with school priorities, and is part of a larger overarching strategy to support teacher growth and development. High quality embedded professional development is precisely planned, practice-based and engaging. In these schools, development provides meaningful opportunities for teachers to learn, practice, reflect, and receive feedback on their use of new strategies and techniques and the efficacy of the development is measured on how it is being implemented in classrooms and how student achievement is increasing as a result of the development being provided to teachers.

The following effective practices for strong professional development will be cornerstones of our approach at Promise Academy:

- **Aligned to School Priorities and Driven by Data and Vision.** Session objectives are aligned with year-long school goals/objectives and are chosen based on an analysis of school or student level data. Session objectives are part of a comprehensive, year-long strategy to develop staff capacity related to school goals.

- **Aligned with Other Development Efforts.** Leader can articulate how any given session fits into the larger scope of staff development initiatives and topics and how any given objectives fit into previous or upcoming sessions/topics. The content of embedded PD sessions is tightly aligned with what is happening during other development initiatives such as individual teacher coaching, collaborative lesson planning, peer observations, etc.

- **Planned Based on Research and Best Practice.** All activities are aligned to objectives and are rigorous in nature--teachers will learn new practices that will positively
impact student achievement by the end of a given session/group of
sessions. Content and practices learned are based on best practice from high
performing schools and/or reputable research.

- New Strategies Taught with Varied Techniques, including significant modeling of
  best practice. Facilitators model the vision of excellence for any given strategy
  presented thoroughly and provide ample time for teachers to analyze the model
  they present and provide critical feedback. Facilitators use other techniques, as
  needed, to enhance teacher learning of new strategies (these could include videos,
  sharing of teacher experiences, peer observation, etc.).

- Session(s) are Structured to Allow Significant Time for Staff to Learn New Practices
  and Grapple with Issues around Implementation. Practice of using strategies and
  structured feedback (with repeated practice) are a hallmark of the session. By the
  end of the session/s teachers have been adequately prepared to implement the
  strategy successfully with a fair amount of independence.

- Deep Collaboration Between Teachers and School Leaders. Teachers spend the
  majority of the session collaboratively discussing the strategy presented, practicing
  it, receiving feedback on their implementation, and thinking concretely of how and
  when they will implement the practice in their classrooms and how it will be
  adjusted for their grade level/content area. This collaboration always happens as
  part of embedded professional development--this collaboration also happens during
  other elements of staff development including planning meetings, instructional
  rounds, and peer observations.

- Clear Deliverables and Implementation Support. Session ends with clearly
  articulated deliverables and timelines. When strategies have been learned there is a
  documented plan for how/when the teacher will be observed and given feedback on
  implementation by a peer or school leader on an ongoing basis.

- Exceptional Facilitation. Facilitators have deep and rigorous content knowledge of
  the topic and facilitate sessions confidently. Facilitators recognize teacher
  hesitation, misunderstandings, resistance, or confusion and react in-the-minute to
  adjust instruction to meet their needs and move towards mastery of content and
  strategies.

- Structured to Ensure Feedback and Reflection. Follow-up coaching meetings and/or
  sessions are scheduled to allow that teachers have structured time to reflect and
  debrief the efficacy of what they have learned/ tried with peers or school leaders.

Teachers, teacher-leaders, and school leaders who plan and deliver professional
development at Promise Academy will receive support to ensure that they can plan high
quality sessions for our staff based on the vision described above. We will also develop a
rubric to document our vision for high quality planning practices related to professional
development and use this to gather data on the efficacy of our practice over time. An
example of this type of rubric can be found in the Appendix F of this petition as well as a
draft year-long professional development calendar.

When delivering professional development, we strive to make sessions relevant and
engaging to our teachers. We will use a practice-based method for professional
development, adapted from the “See it, Name it, Do it” framework developed by the Relay
Graduate School of Education. By ensuring that we begin with a clear vision and common language around instructional practice we can ensure that we build strong practice across our school. Then, by ensuring that teachers have multiple opportunities to practice the strategies that we discuss during sessions and receive feedback from their colleagues, we can build a culture of continuous improvement where all Promise Academy staff members can work together to make instruction ever more purposeful and effective.

*Effective Collaborative Planning*

Growing research is supporting the notion that creating structured time for teachers to collaborate and co-plan improves the quality of instruction. When the quality of instruction improves we can anticipate that increased learning outcomes for students will follow. At Promise Academy, we will ensure that teachers have structured opportunities to plan together during their planning blocks, during schoolwide professional development time on minimum days, and during intersession breaks.

According to the National Center on Time and Learning there are 5 keys to success to ensure that collaborative planning is successful\(^{27}\)--these will be trademarks of the Promise Academy approach:

- Clear, Meaningful Goals and Deliverables
- Structures to Support Planning
- Leadership Support and Guidance
- Results-focused Facilitation
- Professional Respect

To put these keys into action at Promise Academy each cohort of teachers will have dedicated time each week to work together to plan lessons, give each other feedback, and to review student data and create plans for individual student needs. School leaders at Promise Academy will support teachers in the development of these plans and will provide additional resources as requested by the teachers. A culture of respect and collaboration will be established as teachers work together to ensure that lessons created are designed to support students to learn at the highest of levels.

GRADUATION REQUIREMENTS, GRADING, ATTENDANCE AND THE STANDARD SCHOOL DAY

*Graduation Requirements*

Promise Academy plans to offer a rigorous college preparatory curriculum that will prepare all students for college and to change the world. We have established a list of required courses specific to the high school grade levels that all students will take to fulfill graduation and college A-G acceptance requirements. In addition to required courses, Promise Academy plans to offer electives and enrichment courses that will add to each student’s overall educational experience.

Students will work through the curriculum at Promise Academy in multi-age cohorts. All students will have completed the University of California’s “a-g” subject requirements when they graduate. Promise Academy graduation requirements are illustrated in the table below.

**FIGURE P. Promise Graduation Requirements**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coursework</td>
<td>Completion of all high school course credits as listed above in FIGURE Q.</td>
</tr>
<tr>
<td>Intersession</td>
<td>Completion of at least two intersession courses per year. Intersession courses will include elective opportunities for A-G, as well as internships, service learning, college applications and senior projects.</td>
</tr>
<tr>
<td>GPA</td>
<td>Completion of all courses with a passing grade of a C or higher, overall GPA of a C or higher (for high school courses)</td>
</tr>
<tr>
<td>Agency &amp; Self-Directed Learning</td>
<td>High School level or above on all components of 21st century skills and cognitive skills rubric.</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Completion of SAT or ACT to UC/CSU eligibility standards. Completion of at least three AP exams (or college courses with a passing grade).</td>
</tr>
<tr>
<td>College Applications</td>
<td>Complete a college readiness course, a college plan, and at least 4 applications to 4-year colleges. Acceptance to at least one 4-year university.</td>
</tr>
<tr>
<td>Community Service</td>
<td>Completion of at least 200 hours of community service.</td>
</tr>
<tr>
<td>Senior Project</td>
<td>Completion of a senior project.</td>
</tr>
</tbody>
</table>

**Courses & Credits**

Although Promise Academy students will complete more courses based on our schedule, the graduation requirements will be based on the UC “a-g” subject requirements. If a
student is many grade levels behind when they come to us, they might need more time learning the skills and content of the graduation requirements and less time with the electives. In addition, all Promise Academy students may earn more credits in the core subjects if they attend Promise Academy for four years, as they will complete our four-year course of study.

FIGURE Q. Required Courses for High School Graduation

<table>
<thead>
<tr>
<th>Required Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
<th>Possible Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Credits (40)</td>
<td>English 1 (10)</td>
<td>English 2 (10)</td>
<td>AP English Language (10)</td>
<td>AP English Literature (10)</td>
<td></td>
</tr>
<tr>
<td>Math Credits (40)</td>
<td>Integrated Math 1 or Integrated Math 2 (10)</td>
<td>Integrated Math 2 or Integrated Math 3 (10)</td>
<td>Integrated Math 3 or PreCalculus (10)</td>
<td>PreCalculus or AP Calculus (10)</td>
<td>UCI: Integrated Math 2/Robotics (10)/College Coursework AP</td>
</tr>
<tr>
<td>Science Credits (40)</td>
<td>Biology (10)</td>
<td>Chemistry (10)</td>
<td>AP Biology (10)</td>
<td>AP Physics (10)</td>
<td>College Coursework</td>
</tr>
<tr>
<td>History Credits (40)</td>
<td></td>
<td>Health &amp; World History (15)</td>
<td>AP US History (10)</td>
<td>AP US Government/Economics (10)</td>
<td>UCI: We Dot the People (10)</td>
</tr>
<tr>
<td>Art (20)</td>
<td></td>
<td></td>
<td>Graphic Arts 1</td>
<td>Graphic Arts 2</td>
<td></td>
</tr>
<tr>
<td>Graphic Arts 1,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language (20)</td>
<td>Spanish for Speakers or Spanish 1 (10)</td>
<td>Spanish 2 (10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>Programming 1</td>
<td></td>
<td></td>
<td></td>
<td>Programming 2, Virtual Enterprising</td>
</tr>
</tbody>
</table>
WASC

The philosophy of the Accrediting Commission for Schools centers upon three beliefs: (1) a school’s goal is successful student learning; (2) each school has a clear purpose and schoolwide student goals; and (3) a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation is integral to a school’s perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It fosters excellence in elementary, secondary, adult, and postsecondary education by encouraging school improvement through a process of continuing evaluation and to recognize, by accreditation, schools that meet an acceptable level of quality in accordance with established criteria.

Promise Academy will take the necessary steps to ensure WASC accreditation after approval. We will be in contact with WASC regarding our Initial Visit that will be followed up by a Self-study and Full Visit approximately 3-5 years after. This accreditation has multiple benefits to the whole school and specifically our college prep program. Below are a list of Benefits of WASC Accreditation.

Benefits of WASC Accreditation

- Assures a school community that the school’s purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning
- Validates the integrity of the school’s program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance worldwide
- Fosters the ongoing improvement of the school’s programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
• Benefits schools that choose joint accreditation or other collaborative processes, e.g., ACS WASC/CDE.28

Grading Policy & Promotion

As shown in FIGURE Q the Promise Academy curriculum will be rigorous and will prepare students for success in college. We have included a wide range of supports throughout the model to ensure that all students have an opportunity to access the rigorous curriculum. It is not automatically assumed that students will pass from one grade to the next at the high school level: each student must earn promotion by demonstrating mastery of essential grade-level knowledge and skills. Because of the strategic groupings and a data driven approach to differentiation based on principles of personalized learning, retention is neither stigmatized nor permanent—a 2nd grade student who struggles with a topic in math (as indicated by weekly data collection) may for a short period be grouped with other students who need intensive help on this topic during small group instruction. Another scenario is where a student can hold 10th grade standing, for example, as soon as he or she completes all the 9th grade promotion requirements regardless of time of year; this shift in the process of designation means that we can build upon students’ strengths and address their weaknesses in a way that respects that individual students learn at different paces. In this way, we combine high standards with flexibility, support, and student dignity. We intend to build a culture where mastery of concepts is paramount: students being prepared for success in college and life for the purpose of changing the world around them is the mission of Promise Academy.

FIGURE R. Promise Academy Elementary TK-8 Grade Summary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
<td>Student is consistently demonstrating advanced mastery of skills and content.</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Student is consistently demonstrating proficient mastery of skills and content.</td>
</tr>
<tr>
<td>C</td>
<td>71-79%</td>
<td>Student is consistently demonstrating a basic mastery of skills and content.</td>
</tr>
<tr>
<td>D</td>
<td>71% or below</td>
<td>Student is not consistently demonstrating a basic mastery of skills and/or content. Mastery of the standards needs to occur before credit can be earned.</td>
</tr>
</tbody>
</table>

Figure R

FIGURE S. Promise Academy High School 9-12 Grade Summary

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% or above</td>
<td>Student is consistently demonstrating advanced mastery of skills and content.</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Student is consistently demonstrating proficient mastery of skills and content.</td>
</tr>
<tr>
<td>C</td>
<td>71-79%</td>
<td>Student is consistently demonstrating a basic mastery of skills and content.</td>
</tr>
<tr>
<td>F</td>
<td>71% or below</td>
<td>Student is not consistently demonstrating a basic mastery of skills and/or content. Mastery of the standards needs to occur before credit can be earned.</td>
</tr>
</tbody>
</table>

Figure S

Promise Academy expects all students to master Common Core State Standards, AP standards and/or California State Standards. Grades will include student work and assessments from traditional classroom instruction, innovation lab projects which includes individual and small group work in applied math and science, whole group work, completion and mastery of content in their personalized playlists, and growth according to their personalized self-directed learning plans. Students will be expected to demonstrate mastery of both content and skills for all their courses. Using a competency based learning model, students will not be able to move forward in their course until they have mastered skills at a proficient level. There will be school-wide standards and systems for grading.

Teachers will be trained on the Promise Academy’s grading policy and methodology, and will work collaboratively to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with student mastery of skills and content standards.

Shown above, FIGURES R & S outlines the letter grade, percentage and description of grades; FIGURE Q summarizes Promise Academy’s graduation requirements.

**Attendance, the Standard School Day, Instructional Minutes and School Calendar**

Promise Academy will operate with an extended year, offering the needed supports to ensure all students are ready for success in college and career. Promise Academy will provide significantly more instructional minutes and school days than required by Ed Code. The school year consists of 194 school days. Each school day begins at 8:30am and ends at 4:00pm for students in grades TK-8. High school, grades 9th-12th grade, will have a slightly longer school day that begins at 8:30am and ends at 4:30pm. At the end of each 10 week quarter, there will be a one week intersession or break. During the intersession, we may provide remediation and enhancement opportunities for students. Please see Appendix E
for the proposed 2018-19 School Calendar and for a breakdown of instructional minutes for students each year.

Absences
Students cannot miss more than 15 days (unless due to medical illness) and they must demonstrate mastery of grade level skills and curricular standards, or they may be candidates for possible retention. (Please reference our Promotion Standards.) We will track daily attendance closely and communicate promptly and directly with families to minimize the impact of absence on any child’s academic progress.

Students who are not passing a subject in the week leading up to intersession may be required to spend a portion of their intersession catching up on the self-directed curriculum for that content. Students will have extra opportunities to demonstrate mastery of both content and skills for each course. At the end of the 1st & 2nd Semesters respectively, if a student has not passed a with a C- or higher, they will be given an F for the course. (There will be no D grades at the high school levels of Promise Academy, as colleges do not accept D grades). Students may improve this grade by continuing through the curriculum and demonstrating mastery on whatever standards were associated with the subject listed on their transcript. The Promise Academy Board will write a promotion policy that is in line with Promise Academy values and complies with CA educational code.

Transferability of Courses
As mentioned in the previous sections of this petition, all coursework will be aligned to grade level CA Common Core state standards as well as courses that meet the UC/CSU A-G college admission requirements. Additionally, at the high school level these courses will be accredited as required by the Western Association of Schools and Colleges (WASC). Parents will be notified of the transferability of courses to other public elementary, middle and high schools as transient populations of students may enter and exit Promise Academy.

Information Protection Policy
The safety and well-being of our students and families are of the utmost importance. We understand that a portion of the population of students and families we serve may or may not be fully documented citizens. We see our role as educators as one that serves all students and families regardless of status of citizenship. The Promise Academy Board of Trustees is taking steps to adopt a information protection policy that gives protection to any student and family enrolled at our school while on our physical campus. Included in this information protection policy is a commitment to not release any lists of names of information of students or families we feel is related to their citizenship status if we feel it may do harm to the persons in question.

SPECIAL POPULATIONS AND MEETING THE NEEDS OF DIVERSE LEARNERS

The target population of students for Promise Academy represents a diverse student population--diversity that meets or exceeds that of the San Jose Unified School District. This is true when it comes to ethnicity but also when it comes to learning styles
and abilities. The core elements of our instructional model described earlier in this petition (namely our small school size and commitment to small group instruction; heterogeneous, multi-age grouping; our commitment to personalized learning, social entrepreneurship, and cultivating students 21st century skills and critical consciousness) lend themselves well to ensure that students’ individual needs will be met.

At Promise Academy, all students will be supported and held to high academic expectations—this is especially true for our students with disabilities, our students from low socio-economic backgrounds, those designated as English Learners, those who are academically low-achieving and high-achieving and those who may be homeless or foster youth. We know that to reach these high expectations many subgroups of our students will require additional services that are targeted to their individual needs. To ensure that we exceedingly meet the needs of all our students we will provide a variety of services for students in need of additional supports.

As we have developed our array of services for diverse learners, the founding team at Promise Academy has extensively reviewed much of the research and data related to how diverse learners perform in many traditional schools and in the San Jose Unified School District as well as what best practices are proving effective at closing gaps for these subgroups of students. Based on this research the core elements of our services for diverse learners include:

1. **A Culture of Inclusion and a Commitment to Fostering a Culture of School Connectedness.** We know that students who are in nurturing and caring environments from a young age have higher chances of success in life. West-Ed’s Monica Mathur-Kalluri, co-leader of the National Center for Systemic Improvement (NSCI) Socio-Emotional Learning Outcomes Learning Collaborative, recently stated that, “States are realizing that young children’s healthy development is dependent on strong, nurturing relationships — parent to child, caregiver to child, provider to parent.” Mathur-Kalluri cites several recent studies, including the pivotal CDC-Kaiser Adverse Childhood Experiences Study (ACES) and a longitudinal study from Hawaii, to make the case that poor socio-emotional development early in life puts children at high risk for later health problems, behavioral issues, and poor performance in school and work. She notes research that having even a single close bond with a supportive adult in early childhood can positively change the life trajectory of a child29. These findings reinforce Promise Academy’s commitment to creating a culture that is inclusive of all children’s needs and one that leverages connections between school staff, students, and families to ensure that students are well cared for throughout their TK-12th grade experience.

2. **Effective Response to Intervention Systems.** At Promise Academy, we understand that many of our students have complex learning and socio-emotional needs. We aim to intervene quickly and early, based on data, to ensure that the needs of our students are met. All students will have access to our array of intervention supports, as needed, and we plan to establish student support teams and other groups to continuously review and reflect on student data and needs to determine appropriate supports. Our response to intervention system is described in detail later in this section.

3. **Personalized Instruction.** We plan to dedicate significant time each day to specialized direct instruction for all students. This will happen during content workshops and during the academic rotation portions of the school day. Similarly, we plan to have several core blocks of the school days when students can receive co-teaching, push-in or pull-out services by special education staff so that the individual needs of students can be met. We aim to provide as many services as is appropriate to students within the general education classroom but will also provide supports outside of the general education classroom, as needed.

4. **Individual Educational Plans.** Some diverse learners at Promise Academy, such as students with disabilities will already have formalized individualized educational plans (IEPs). We believe that individualized educational planning is something that can be beneficial to a variety of students and we plan to create a plan for students in need of extra support. These plans will vary determine on the child’s needs and age but will provide core curricular goals as well as socio-emotional supports that the child needs to be successful. These plans will guide the personalization of supports for students.

5. **Effective Communication.** We will strive to make personal phone contact with each family each week to celebrate progress and the educational plan for their student. A teacher or teacher designee who supports diverse learners will complete this task.

**Strategies to Support Academically Low-Achieving Students**

In keeping with Local Control Funding Formula compliance, Promise Academy will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). Promise Academy will also comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. Goals for serving student subgroups are detailed here and in Elements B and C.

Academic acceleration for underperforming students is addressed at Promise Academy through the following primary strategies:

- **In classrooms.** Promise Academy’s model allows teachers the opportunity to review student formative assessment data multiple times each day and provides the flexibility, time, and space so that teachers can use that data to drive student learning. Students and families will also have meaningful access to student data via our online learning platforms and dashboards and they can track student progress over time as well. Teachers will use the data they gather in their classrooms to create individual learning plans for students, particularly those who are falling.
behind in their core academic skills. Please see the assessment section in Element C for more detail on data analysis. The most common interventions for struggling students will include:

- Additional small group instruction and re-teaching of key concepts in small groups during class time. This support can be provided during the academic rotation portion of the day or during content workshops.
- Strategic and focused peer tutoring or support provided by a teaching assistant throughout any portion of the day, including additional pull-out during Innovation Lab time.

- **Summer School.** Students in grades 9-12 who need additional support beyond intersession to pass their courses may be assigned to summer school at year’s end. Budget permitting, these courses will be two to three weeks in length and will be taught in June and/or July each year. Additionally, new students entering the middle and high school may be assigned to summer school if data shows that they are significantly behind in English or Math.

- **Grade Level Retention.** We believe that our personalized learning model and our lower student to teacher ratios in core classes will ensure that the vast majority of our students are able to promote to the next grade each year. In the elementary school (grades TK-4), students will receive substantial supports through our instructional model and during intersession to ensure that they meet all requirements to pass to the next grade level. In the middle and high school, students will not be promoted to the next grade level until all requirements for their current grade level are met. Because the instructional model provided at Promise Academy allows for multi-age classrooms we hope that repeating a grade will not be a source of social stigma for students. Also, because our curriculum, over time, is one where students can chart their own pace and path of learning, it will be common for students within a class to work on standards from different courses based on their individual needs. These reasons will allow retention to less often be needed for students and, when it does, we believe it will be a positive support for students that will allow them to find academic and socio-emotional success.

- **A personalized learning approach with focused learning goals.** All students will have personal goals created in conjunction with their families and advisors. These goals will be used to ensure that students are aware of their progress and to ensure that they receive additional help as needed.

- **Office hours.** In the high school, office hours will be provided by teachers to help support students. Teachers will be able to review key concepts and skills, answer questions and offer tutoring.

- **Data-driven instruction and a data cycle.** Student assessment data will be gathered during classroom observations, small group instruction, and when students are learning online learning platforms. This data will allow teachers to know each child’s level, including what content they have mastered and what supports they need. Additionally, teachers will administer benchmark assessments to determine
mastery and readiness levels. After each benchmark assessment, teachers will identify gaps in skills and content mastery and develop instructional plans to address these gaps.

- **Professional development and high quality teachers.** Our innovative professional development program will train and support teachers in teaching EL students, students with special needs and struggling students. Additionally, teachers will have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle. The most important systems for best supporting special populations are identification, and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy.

- **Tiered-Service Model and At-Risk Identification.** To serve struggling students well, Promise Academy must be able to identify them quickly and reliably. The section below details the Response to Intervention (RTI) process used to identify struggling students with the correct targeted interventions of each tier of the model. During our early release day each week, classroom teachers who work with the same students will meet to review data and to identify students who are in need of academic or socio-emotional supports. Students are identified who are a) failing or are in danger of failing multiple subjects, or b) are having consistent behavior issues in class. The team then moves students across levels of tiered services as needed and builds in supports and services to the child’s learning plan.

**Tiered-Service Model for At-Risk Intervention**

According to the California Department of Education (CDE), “RTI is a systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.” Promise Academy adopts this definition of RTI, provided by the CDE. The goal of our RTI process is to intervene and to mitigate any underlying issues a student presents with before undergoing an evaluation for Special Education services. RTI combines assessment and instruction intervention in order to provide the remediation of skills needed to prevent failure. Using RTI, Promise Academy will identify students at risk of having learning difficulties or failure in relation to specific learning outcomes and then plan intervention/instruction. Each student’s progress is monitored and the intervention/instruction is adjusted and/or changed based on the student’s performance. RTI is a way

to provide students with the supports they need and to identify these needs early so that no students are left without the vital supports they need to find academic success.

The RTI model at Promise Academy will be developed based on the following tiers of support:

![3 Tiers of Support](image)

**Figure T**

The chart below summarizes the purpose of each level of RTI support and illustrates possible interventions Promise Academy will utilize to best support students.

<table>
<thead>
<tr>
<th>Intervention Overview</th>
<th>Possible Types of Intervention</th>
<th>Time of School Day Provided</th>
</tr>
</thead>
</table>
| Tier 1. Tier 1 supports are provided in the general education classroom and are accessible to all students. Supports are both academic and behavioral. | • Standards-aligned instruction  
• Personalization and differentiation of instruction  
• Gradual release model of instruction to foster student mastery of content (I do, we do you do, etc.) | Throughout instructional time, across all parts of the school day |

---

| | Use of graphic organizers, thinking maps, sentence stems, and other accommodations used to foster student understanding |
| | Frequent check-ins from teachers on progress |
| | Seat changes |
| | White board configuration to clearly state objectives and learning agenda |
| | Use of class jobs, classroom management systems, and other structures to invest students in the classroom environment |

| Tier 2. Tier 2 supports are provided when there is data to demonstrate that Tier 1 supports are not enough to ensure student success. Tier 2 supports are provided to students via small group interventions. Because of our inclusion model, most Tier 2 supports can be provided to small groups of students within the general education classroom. |
| Tier 2 Interventions will be provided to small groups of students (2-6 students, typically). Interventions are research based and assigned based on student assessments data. Examples include: |
| Tier 2 behavioral supports may include: |
| | Targeted fluency/decoding support |
| | Reading comprehension strategy support |
| | Support to access the texts/finding textual evidence |
| | Numeracy and fluency support |
| | Mathematics problem solving strategies |
| Academic Rotations Content Workshops Innovation Lab |

| Academic Rotations Content Workshops Innovation Lab |
| | Tier 2 supports can be provided to small groups of students within the general education classroom. |
| | Tier 2 Interventions will be provided to small groups of students (2-6 students, typically). Interventions are research based and assigned based on student assessments data. Examples include: |
| | Tier 2 behavioral supports may include: |
| | Targeted fluency/decoding support |
| | Reading comprehension strategy support |
| | Support to access the texts/finding textual evidence |
| | Numeracy and fluency support |
| | Mathematics problem solving strategies |
| Academic Rotations Content Workshops Innovation Lab |
### Tier 3

When students continue to struggle when Tier 2 supports are consistently provided they may be eligible to receive Tier 3 supports. These supports are the most intensive and will often be provided to students individually or with a very small group of students. Tier 3 interventions occur more frequently than Tier 2 interventions and may occur daily.

Interventions are research based and assigned based on student assessments data. Examples include:
- Targeted fluency/decoding support
- Reading comprehension strategy support
- Support to access the texts/finding textual evidence
- Numeracy and fluency support
- Mathematics problem solving strategies

Tier 3 behavioral supports may include:
- Socio-emotional strategy groups/affinity groups
- Behavior trackers/incentive plans
- Small group check ins with teacher
- Referral for counseling and/or individual behavior support sessions

| Academic Rotations | Content Workshops | Innovation Lab |

Teams of teachers meet to review students’ progress as supports are provided and parents and students are informed as students move through these levels of tiered support. If a student needs to be moved from Level 2 to Level 3, an Intervention Meeting is scheduled with the student and the family.

This process of reviewing student needs and then scaffolding supports for the student as needed continues until the student finds success.
The process is overseen by a Promise Academy staff member who works closely with the student, and is supported by the student’s teachers (one of these individuals may be the case lead).

As noted above, Promise Academy will provide extensive support to all students in Level 1, 2, and 3. We believe deeply that when students are provided an education in a school environment that is physically and emotionally safe and one that provides them access to world-class instruction that all students can be successful. By providing exceptionally high quality teaching to every student in every classroom and by offering the array of supports described above, we feel confident that all students at Promise Academy will find success.

**Student Success Team and Response to Intervention**

If the supports outlined above do not lead to sufficient progress in the student’s achievement level for academic, behavioral or social emotional concerns, we will form a Student Success Team (SST) to consider additional or alternative supports to meet the child’s specific needs. This team will be comprised of the key people responsible for the child’s learning and success, including the student’s teachers, parents, the Special Education Teachers, and the administration. The team will collect data, discuss observed student strengths, areas of concern, and brainstorm interventions to address the student’s needs. The team will evaluate the students’ plans every eight weeks to monitor progress, and will meet at the end of that period to evaluate the effectiveness of the intervention. At the end of the monitoring period, if the student’s achievement has not improved sufficiently, we will request parent consent for referral for Special Education evaluation and testing for specific learning disabilities.

**Special Education Students and Students with Disabilities**

Across California and in the San Jose Unified School District, far too many students with disabilities are falling dramatically behind their non-disabled peers. As cited in Innovate Public School’s recent 2017 brief, “San Jose Unified Snapshot: Students with Disabilities,” we see that the outcomes for students with disabilities are dire. In San Jose Unified School District only 16% of students with disabilities are meeting or exceeding state standards in English and only 14% are doing so in Mathematics. Similarly, students with disabilities in San Jose Unified are less likely to graduate in 4 years when compared to their non-disabled peers. We also know that the performance of students with disabilities in existing San Jose charter schools are similarly grim. In San Jose charters only 12% of students with disabilities are meeting or exceeding standards in English and only 13% in Mathematics32. The graphs below illustrate these disappointing statistics.

The Majority of Students with Disabilities are Falling Behind their Peers Without Disabilities in San Jose Unified

Average proficiency in English and math, 2015-16

<table>
<thead>
<tr>
<th></th>
<th>Students without Disabilities</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>58%</td>
<td>16%</td>
</tr>
<tr>
<td>Math</td>
<td>45%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Figure U

Fewer Students with Disabilities in San Jose Unified Graduate with a High School Diploma within Four Years

2014-2015 cohort graduation rate

<table>
<thead>
<tr>
<th></th>
<th>Students without Disabilities</th>
<th>Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>88%</td>
<td>64%</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: California Department of Education, cohort graduation rate files

Figure V
Our students with disabilities deserve better. We know that if we provide these students with the right type of educational experience that they can thrive and we see strong examples of students with disabilities doing well across our state and nation. Promise Academy has intentionally developed an instructional model that will serve students with disabilities, and other subgroups of students, particularly well and is based on best practices of high performing schools who are finding new and innovative ways to serve diverse groups of students.

In 2011 West Ed published a report, “Lessons from California Districts Showing Unusually Strong Academic Performance for Students in Special Education.” This report found that most districts that could make significant gains in achievement for students with disabilities shared four common practices: inclusion and access to the core curriculum, collaboration between special education and general education teachers, continuous assessment and use of RTI, and targeted professional development. Similarly, in 2016, the California Charter Schools Association published a comprehensive report based on best practices found in some of the highest-performing charter schools in California--schools that are also delivering significant results for students with disabilities. This report found 9 elements that defined the approach to special education service delivery in these schools, as illustrated in the figure below.


1. **Philosophy of inclusion.** Students with disabilities in these schools were educated predominantly in content-rich, general education settings.

2. **Individualization and tailoring programs to student needs.** Schools were highly adaptable and built individualized supports around student needs rather than placing students into predetermined settings.

3. **Supportive school community.** Schools deliberately worked on creating and maintaining a positive school community where differences are celebrated and where staff and students support one another.

4. **Multi-tiered support systems.** Schools implemented clearly-defined, team-based, data-driven systems to combine general and special education supports within a framework focused on prevention and intervention, regardless of disability.

5. **Family and community partnerships.** Schools built strong partnerships with families and community organizations to develop support networks around their students.

6. **Cutting-edge technologies and practices.** Schools embraced innovative and emergent approaches to providing services for students with disabilities.

7. **Flexibility and autonomy.** Schools sought autonomy in special education, which allowed them to make local programmatic decisions and build the full array of supports and services necessary to meet the unique needs of their students.

8. **Staff development.** Schools implemented rigorous recruitment and professional development practices to ensure that general and special education teachers and staff were prepared to meet the needs of all students.

9. **Constant refinement and improvement of programs.** Schools continually evaluated and refined their practices to match the evolving needs of their students.

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**Figure W**

This research of best practices being used in districts and charter schools across California are tightly aligned with the school model that defines the Promise Academy approach to serving all students, including those with disabilities. As described in detail throughout Element A of this petition, the core elements of our instructional model are aligned with these best practices and we are confident that students with disabilities will thrive at our school.

Promise Academy recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment and pledges to work in cooperation with the San Jose Unified School District or SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. Promise Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Furthermore, Promise Academy will comply with AB 602, San Jose Unified School District guidelines, and all California laws pertaining to special education students.
Promise Academy shall initially remain, by default, a public school of San Jose Unified School District for purposes of special education, pursuant to Education Code Section 47641(b). However, Promise Academy reserves the right to make written verifiable assurances that it shall become an independent local educational agency (LEA) and apply, and upon acceptance, to join a special education local plan area (SELP A) pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. A change in LEA status or SELPA membership shall not require a material revision of this charter.

So long as Promise Academy operates as a public school of the San Jose Unified School District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, San Jose Unified School District will provide special education services for students enrolled in the Charter School to the extent required by law. Specifically, the San Jose Unified School District will (A) serve children with disabilities in the same manner as it serves children with disabilities in its other schools; and/or (B) provide Promise Academy with an equitable share of state and federal special education funding to support special education instruction or designated instructed and services to students enrolled in the charter school. Promise Academy reserves the right to contract with agencies and vendors outside the San Jose Unified School District when appropriate to secure special education services, including administrative support services.

Promise Academy anticipates that a Memorandum of Understanding ("MOU") will be developed between the school and San Jose Unified School District, which shall delineate the respective responsibilities of Promise Academy and San Jose Unified School District with regard to the funding and delivery of special education and related services.”

Per Federal Law, all students with disabilities will be fully integrated into the programs of Promise Academy, with the necessary materials, services, and equipment to support their learning. The school will ensure that any student with a disability attending Promise Academy is properly identified, assessed and provided with necessary services and supports.

Promise Academy will meet all the requirements mandated within a student’s Individual Education Plan (IEP). The school will seek to include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEP. However, if the student’s needs as documented on the IEP require a program other than inclusion, the school will work with San Jose Unified School District and/or SELPA to provide an appropriate placement and services.

Promise Academy will work with San Jose Unified School District and/or SELPA to make time and facilities available to meet the needs of the student’s IEP. Promise Academy will actively participate in all aspects of the IEP to enable the student to be successful, including the appropriate individual tutoring schedule and classroom modifications, strategies, and techniques. The school will make available student’s work products for analysis and
evaluation of progress and will participate in the IEP reviews conducted by the San Jose Unified School District, where applicable.

If a parent or faculty member feels the student’s educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to Promise Academy, which will then forward such written notice to San Jose Unified School District and/or SELPA within two school days. The school will encourage open communication between the parents and the San Jose Unified School District and/or SELPA for any items related to the special education services. Students at Promise Academy who have IEP’s will continue to attend the school, unless the IEP recommends otherwise.

In order to comply with Child Find requirements as specified by law, Promise Academy will establish a referral and assessment process that brings together the parent/guardian, student, and school personnel to address any problems that interfere with a student’s success at the school. This process will entail search and serve, a Student Study Team, referral, assessment and IEP review.

**Search and Serve**

Upon the commencement of Promise Academy’s school year, all students will be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Head of School, Promise Academy will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Head of School and faculty will then convene the Student Study Team for that student.

Students possibly in need of special education can be screened from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student’s progress or lack of progress within the general program.

For students who are identified as needing interventions, a Student Study Team composed of the student, the student’s parent or guardian, the Head of School, and an Promise Academy faculty member will be responsible for identifying the student’s needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student’s ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student’s needs, they will recommend that student for a formal special education assessment. Promise Academy may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

**Interim and Initial Placements of New Charter School Students**
If a student enrolls at Promise Academy with an existing IEP, Promise Academy will notify the San Jose Unified School District and/or SELPA (where applicable according to SELPA policies) within 5 days. An IEP meeting will be convened within 30 days to review the existing IEP, discuss the students present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, Promise Academy shall work with the San Jose Unified School District and/or SELPA to implement the existing IEP at Promise Academy or as otherwise agreed by the parent/guardian.

**Referral for Assessment**

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. Promise Academy's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by Promise Academy within 15 days. Promise Academy will notify the San Jose Unified School District and/or SELPA (where applicable according to SELPA policies) of the assessment request within 5 days of receipt. Parents will be informed via the Special Education Manager that special education and related services are provided at no cost to them.

If Promise Academy, in collaboration with San Jose Unified School District and/or SELPA, concludes that an assessment is appropriate, the parent will receive a written Assessment Plan within 15 days. The parent will be given at least 15 days to provide written consent to the Assessment Plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment.

**Assessment**

The Head of School will be responsible for gathering all pertinent information and sharing such information with San Jose Unified School District and/or SELPA (where applicable according to SELPA policies). Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. Assessment procedures will be conducted in the student’s primary language, and an interpreter will be provided if needed. The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual testing;
- Teacher observations;
- Interviews;
- Review of school records, reports, and work samples; and
- Parent input.
Unless conflicting with San Jose Unified School District or SELPA policies and procedures, Promise Academy will follow the following assessment guidelines. If a conflict with San Jose Unified School District or SELPA policies and procedures exists, then San Jose Unified School District policies and procedures will govern.

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment;
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent’s written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Assessments must be conducted by a person with knowledge of the student’s suspected disability, and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist;
- Assessments must be selected and administered so as not to be racially, culturally, or sexually discriminatory;
- Assessments will be delivered in the student’s primary language, and a qualified interpreter will be provided if needed;
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable; and
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s need for special education. Promise Academy, in coordination with San Jose Unified School District OR SELPA will be responsible for scheduling, coordinating and facilitating the IEP meeting. Educators qualified to interpret test results will present the assessment data at the IEP meeting. Parents will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

**Development and Implementation of IEP**

Every student who is assessed by the school will have an IEP that documents assessment results and eligibility determination for special education services.

Promise Academy, in collaboration with San Jose Unified School District OR SELPA, will ensure that all aspects of the IEP and school site implementation are maintained. Promise Academy will provide modifications and accommodations (outlined within each individual’s IEP) in the general education environment taught by the general education teacher. Students at the school who have IEP’s will be served in the Least Restrictive Environment (LRE).
Each student who has an IEP will have an IEP team that oversees the IEP Development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team. The IEP team must include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The Student, if appropriate
- The Head of School;
- At least one special education teacher;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- A San Jose Unified School District OR SELPA Special Education Representative
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;

Others familiar with the student may be invited as needed. Promise Academy views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents’ schedules and needs so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary to ensure that all parents and/or guardians understand and can participate in the IEP process. If a parent cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or meeting at the parent’s home.

A copy of the IEP will be given to the parent in accordance with state laws and San Jose Unified School District OR SELPA policies. Upon the parent or guardian’s written consent, the IEP will be implemented by Promise Academy, in cooperation with the San Jose Unified School District or SELPA in which Promise Academy is a member.

Upon the parent or guardian’s written consent, the IEP will be implemented by Promise Academy. The IEP will include all required components and be written on San Jose Unified School District OR SELPA forms.

- The student’s IEP will include the following:
  - A statement of the student’s present levels of academic achievement and functional performance;
  - The rationale for placement decisions;
  - The services the student will receive and the means for delivering those services;
  - A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
  - Measurable annual goals and short-term objectives focusing on the student’s current level of performance;
  - A description of how the student’s progress toward meeting the annual goals will be measured and monitored and when reports will be provided; and
  - Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- For students 16 years of age and older, measurable postsecondary goals related to training, education, employment and independent living skills, along with transition services needed to assist the student in reaching those goals.

IEP meetings will be held according to the following schedule:

- Yearly to review the student’s progress and make any necessary changes;
- Every three years to review the results of a mandatory comprehensive reevaluation of the student’s progress;
- After the student has received a formal assessment or reassessment;
- When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress (consistent with state and federal law, IEP meetings will be held within 30 days of a parent's request);
- When an Individual Transition Plan is (ITP) required at the appropriate age;
- When Promise Academy seeks to suspend or remove the student for a period of 10 days or more for the same behavior, in order to determine if the student’s misconduct was a manifestation of his/her disability.

IEP Review

The IEP team will formally review the student’s IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student’s progress.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, Promise Academy will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Unless otherwise specified on the student’s IEP, parents will be informed four times a year (which is the same frequency as progress is reported to all students and parents) of the student’s progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student’s progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal.

Staffing

Although San Jose Unified School District will hold ultimate responsibility for providing Special Education services (so long as Promise Academy operates as a school of the San Jose Unified School District for purposes of special education), Promise Academy is
committed to assuring all IEPs are properly implemented and all students requiring services are adequately taken care of.

It is the goal of Promise Academy to employ at least one full time teacher on special assignment who will serve as the school’s Special Education Manager and Instructional Coach. This person will possess Special Education Credential and will, along with the Head of School of Promise Academy, be the primary Promise Academy representative tasked with assuring that all aspects of the IEP and any possible 504 plans are properly implemented. All teaching staff at Promise Academy will also be involved in assuring that all IEPs and 504 plans are properly implemented.

This Special Education Manager that will have duties that will include:

- Ensure that all aspects of the IEP are followed;
- Arrange for the teacher of the student to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the student’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the Head of School to ensure that the objectives and goals of students with IEP’s are being met;
- Complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEP’s in accordance with FERPA and IDEA guidelines; and
- Provide a report of student progress on the same schedule as students in general education

In addition to the above special education staff, Promise Academy also seeks related services from the San Jose Unified School District for special education students enrolled in Promise Academy in the same manner as is provided to students in other San Jose Unified schools (so long as Promise Academy operates as a public school of the San Jose Unified School District for purposes of special education). Promise Academy also reserves the right to contract with service providers outside of the San Jose Unified School District when appropriate.

**Reporting**

Promise Academy, in collaboration with San Jose Unified School District, will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from District assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
• The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
• The basis of exit from Promise Academy of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Promise Academy Head of School. The Head of School will ensure that a central file with all special education evaluation material and IEP’s is maintained and that this file is locked and confidential, in accordance with IDEA guidelines. The Head of School will oversee access to these records, and will be responsible for ensuring that all providers responsible for the implementation of a student’s IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

**Procedural Safeguards**

Parents or guardians of students with IEP’s at Promise Academy must give written consent for the evaluation and placement of their child, be included in the decision-making process when change in placement, is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child’s IEP.

Any concerns or disagreements raised by parents will be acknowledged by the school within five days, after which a meeting between the parent and school will be scheduled to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

The school will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. Promise Academy will utilize the Notice of Procedural Safeguards used by the San Jose Unified School District or SELPA in which it is a member.

**Dispute Resolution**

In the event that a parent/guardian files a request for a due process hearing or request for mediation, the San Jose Unified School District and Promise Academy shall work together to defend the case, so long as the Charter School operates as a school of the San Jose Unified School District for special education purposes. In the event that the San Jose Unified School District determines that legal representation is needed, the Promise Academy agrees that it

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35 In the event that Promise Academy opts to operate as an LEA in a SELPA other than SDUSD, Promise Academy reserves the right to make alternate arrangements for legal representation in and resolution of legal disputes pertaining to special education.
shall be jointly represented by legal counsel of the San Jose Unified School District’s choosing.

So long as the Charter School operates as a school of the San Jose Unified School District for special education purposes, San Jose Unified School District may initiate a due process hearing or request for mediation with respect to a student enrolled in Promise Academy if the San Jose Unified School District determines such action is legally necessary or advisable. Promise Academy agrees to cooperate fully with the San Jose Unified School District in such a proceeding.

So long as Promise Academy operates as a school of the District for purposes of special education, Promise Academy understands that the San Jose Unified School District shall have sole discretion to settle any matter in mediation or due process. The San Jose Unified School District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

**Complaint Procedures**

Parents or guardians also have the right to file a complaint with San Jose Unified School District and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

**Special Education Strategies for Instruction and Services**

Promise Academy will comply with the federal mandate of the “least restrictive environment”, meaning that the school will make every attempt to educate special education students along with their non-disabled peers. Promise Academy will mainstream all of its students as much as is appropriate according to each individual IEP, offering a comprehensive inclusion program that includes specialized individual tutoring through Promise Academy’s extended day and year. Each student’s IEP requires different kinds of modifications for instruction and services, therefore the educational strategies of the IEP will be built around the student’s needs and how these fit within the general educational program of the school. The instruction outlined in each student’s IEP will be delivered by personnel qualified to do so.

**Professional Development for Promise Academy Staff**

The School Director, Head of School, regular and special education teaching staff, as well as other appropriate faculty and staff members will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including those sponsored by the District or SELPA.

So long as Promise Academy operates as a “school of the San Jose Unified School District” for special education purposes, San Jose Unified School District agrees to allow Promise Academy staff access to all Special Education related professional development opportunities that are available to other employees of the San Jose Unified School District.
Promise Academy also intends to seek professional development opportunities for its’ staff through potential trainings facilitated by the County Office of Education, colleges and universities, and private companies or agencies.

**Section 504 of the Rehabilitation Act**

Promise Academy shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Promise Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Promise Academy. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school.

A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Head of School will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

**Serving English Learners**

Promise Academy will meet all applicable legal requirements for English Learners (EL) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Promise Academy will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Promise Academy will uphold the same rigorous academic and behavioral expectations for every student, regardless of native language, and will implement research-based instructional programs and strategies to meet the specific needs of our EL students. Promise Academy is committed to the success of its EL population and supports will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Promise Academy will meet all applicable legal requirements for EL students, related to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

Promise Academy will serve English Language Learners based on the U.S. Department of Education’s six steps of progression through an EL program: 1) enrollment in school, 2)
identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully. In implementing our EL program, Promise Academy will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974.

Supporting our EL students requires that we implement an instructional approach designed to ensure accelerated and effective acquisition of academic English in alignment with our mission of success in college. It also requires that we respect and value the culture and home language of our students. We will ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that EL students are not assigned to special education because of their lack of English proficiency.

In order to reach the dual goals of English acquisition and respect for the mother tongue of our speakers of other languages, we will provide a developmentally appropriate and highly structured approach to teaching English in our core classrooms. We will value students’ bilingual capacity as a true asset, an admirable and important skill for the present and for their future educational and leadership goals. Promise Academy teachers and leaders will communicate with parents in their native language as appropriate to ensure all have access to the same quality and content of information, though English will be the language of classroom instruction in all core academic subjects. All school materials will be available in English in Spanish, and other languages as needed.

Home Language Survey

Promise Academy will administer the home language survey upon a student’s initial enrollment into Promise Academy (on enrollment forms).

CELDT/ELPAC Testing

All students who indicate that their home language is other than English will be given the California English Language Development Test ("CELDT") or the English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

Promise Academy will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Implementation of Structured English Immersion

Instruction in the four core academic subjects of English language arts, mathematics, science, and social studies will be delivered by teachers who hold or are in the process of obtaining a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate. We will work to recruit and hire teachers and staff who are bilingual in English and Spanish to
ensure accurate assessment of students’ language and literacy skills, appropriate academic support, and effective communication with parents.

**Strategies for English Learner Instruction and Intervention**

Promise Academy will serve EL students, either through self-identification or CELDT testing, through a sheltered English immersion program. Under this program, the EL student is enrolled in regular academic coursework and receives differentiated instruction in order to learn English. For these students we will employ the Specially Designed Academic Instruction in English (SDAIE) teaching approach, which our teachers will receive regular professional development to practice. Promise Academy’s personalized learning process allows Promise Academy to address additional needs of individual students in unique, targeted ways.

In addition, we will employ the strategies below specifically to support EL students. Please note that strategies to support EL students most often also support ALL learners.

1. **Sheltered Instruction Observation Protocol (SIOP).** This is the main strategy within general education classrooms. Per the SIOP model, all instruction at Promise Academy will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each EL. This does not mean that the content will be “watered down.” Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs to participate fully in the educational program.

2. **Differentiated Instruction.** During classes, teachers will be able to differentiate tasks, readings, and assignments for ELs. This is to ensure that although all students will have access to the same content and skills, modifications are made to assist ELs with language acquisition.

3. **Provide Reading Support.** As part of our differentiated individual learning time and small group academic rotations, we will provide reading, writing and speaking support to EL students. EL students will also have the opportunity to work one-on-one with teachers and tutors to receive individualized support and instruction.

4. **Direct Vocabulary Instruction.** One of the most critical components in language acquisition is vocabulary development. In the most effective schools, students are taught vocabulary through formal instruction as well as through authentic use in language-rich settings in and out of the classroom. Promise Academy classrooms will provide formal vocabulary instruction using essential word lists and words in context. All content playlists will include vocabulary and language objectives. Our structured vocabulary program will feature simple definitions and cumulative spiraling assessments to ensure students maintain and are able to utilize all words they have learned.

5. **Develop Academic English.** For EL students to achieve academic success, it is imperative for them to develop cognitive academic language proficiency (CALP), and not simply the basic interpersonal communication skills (BICS) of social language. CALP includes not only the content area vocabulary specific to academic
subjects, but also the sophisticated use of language necessary to carry out higher-order academic tasks such as comparing, synthesizing, and inferring. As these critical thinking skills are core to our program it is essential that our students be able to communicate in ways that support these critical thinking skills. At Promise Academy, explicit vocabulary development will be integrated into all subjects and will include application to higher-order academic tasks.

6. **Schedule Peer Learning and Increase Production.** Students should be given ample opportunities to practice speaking and writing in English, as well as supported opportunities such as the use of sentence starters. This includes planned opportunities for interaction between all individuals in classrooms such as cooperative learning, collaborative groups and student-generated writing based on personal experience. Students improve their mastery of language through use. The Department of Education’s recommendation is that a minimum of 90 minutes a week should be dedicated to activities that allow students to work together to provide practice and extension of language skills. One way we will concretely address this recommendation throughout the instructional day is through students working in partners and small cooperative groups during book clubs, STEM challenges, Harkness Tables, and tutorials, which provide a significant cumulative increase in authentic language practice.

7. **Other Specific Strategies to Support Language Acquisition.** Making what is spoken, visual and vice-versa. This includes: visuals (study-prints, textbook illustrations, overheads-projected prints, reproductions of paintings and documents, and documents), and graphic organizers. Furthermore, Promise Academy will provide students with the opportunity to interact with the content in ways that do not necessarily require reading and writing English such as visuals, storyboards, and manipulatives.

8. **Academic Acceleration.** Students who need support in literacy, including EL students will attend the summer school program as well as enroll in an academic acceleration intersession course.

**Assessment and Reclassification Procedures**

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT
- Participation of the pupil’s content teachers and any other staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
• Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

• Students who score above the established scores of 4-5 on CELDT will be deemed no longer EL - RFEP Re-designated Fluent English Proficient while those who score 3 or below on the CELDT will continue to be classified as EL. Appropriate assessments, instruction and interventions will be conducted to ensure students are re-designated early and appropriately.

**Monitoring and Evaluation of Program Effectiveness**

The evaluation for the program effectiveness for ELs in Promise Academy will include:

• Adherence to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.

• Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.

• Monitoring of student identification and placement.

• Monitoring of parental program choice options.

• Monitoring of availability of adequate resources.

• Student progress on the CELDT test.

• Monitoring of student progress in all courses via meetings between the student’s teachers. EL students who are not making progress will be supported by the Tiered Service Model for At-Risk Intervention outlined in Figure 12.

**Metrics to Assess the Progress of EL Students Include:**

• EL students are making strong academic progress as measured by school-based interim assessments.

• EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams.

• EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students If students are not making sufficient academic progress as indicated through CELDT results and the above data, we will modify our EL program as needed.

• Promise Academy will track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified EL and non-EL students as measured by standardized assessments and non-standardized assessments. Promise Academy will track how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.
Professional Development for EL Supports

Promise Academy has an unwavering commitment to the academic achievement of all students and will provide the instructional support and professional development required to ensure we meet the specific needs of our English Language Learners. Professional development needs will be determined by internal assessments during data cycles and external assessments via the CELDT, as well as student work. We will support teachers by providing: professional development on structured immersion instruction; specially designed academic instruction in English (SDAIE) teaching strategies; language acquisition and development; and monitoring and assessment of ELs. We commit to monthly professional development specifically addressing instructional effectiveness in promoting language development, reviewing assessment data, and revising instructional strategies to meet our EL students’ needs.

Parent Notification

Parents will be notified regarding their child’s English Language Development progress and CELDT scores at every report card period, or more often as needed. If there are more than 21 EL students in Promise Academy, an English Learner Advisory Committee (ELAC) will be established.

Supporting Socio-Economically Disadvantaged Students

Promise Academy is geared to meet the needs of socioeconomically disadvantaged students. Socio- economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. We will provide the structural, programmatic, and curricular elements outlined in this application to enable teachers to bridge their students’ academic gaps and reach our academic achievement goals at all grade levels, regardless of socio-economic status.

Our key focus on literacy, as well as on math skills, is geared to assist students who may enter Promise Academy from lower performing schools in high poverty areas of San Jose, who may not have been provided with the resources or opportunities to learn these skills. Our summer and academic acceleration intersession programs also support these students who may enter Promise Academy below grade level.

Promise Academy’s small school size and focus on developing students’ critical consciousness and social entrepreneurship were also developed with the needs of socioeconomically disadvantaged students in mind.

Promise Academy will analyze assessment results to ensure we are meeting the needs of this targeted population. For individual students needing additional support, we will create and implement a plan via their learning plan. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum, instructional methods, and student support services as necessary to address our students’ needs.
Supporting Academically High-Achieving Students

Promise Academy's graduation requirements exceed state content standards and UC A-G requirements. We aim to exceed typical expectations for our students to ensure that they are more than adequately prepared for success in college and life.

Students achieving above grade level are, first and foremost, served by our rigorous course requirements. Additionally, in our instructional model above, students rotate between academic rotations, content workshops, and the Innovation lab. Learning in each of these spaces is highly student-centered and is personalized. As students progress through the grades at Promise Academy, they will have more and more autonomy over how and what they learn. By the time students in in middle and high school they will be able to move through much of their core classes at their own pace and can design their own learning experiences. This model, coupled with the design thinking challenges in which students will participate in our Innovation Lab will ensure that all of our students are able to excel and remain highly engaged in their education.

Students achieving above grade level as determined by external (e.g., AP) assessments or internal assessments (such as interim assessments), or those who chose to have an additional challenge in later years (11th and 12th grade) will have the opportunity to take additional online and college courses (both during the school year and during the summer) as school funding and partnerships allow. While we anticipate that most students’ needs will be met by the wide variety of school-wide supports already in place, Promise Academy is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them.

Compliance with Local Control Accountability Plan

Compliance with Local Control Accountability Plan Promise Academy will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element B: Measurable Pupil Outcomes for the schoolwide goals for relevant subgroups and corresponding assessments. Beginning in fiscal year 2018-19, Promise Academy will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school specific goals and corresponding assessments throughout the duration of the charter.
ELEMENTS B AND C: MEASURABLE STUDENT OUTCOMES AND THE MEANS TO MEASURE PROGRESS TOWARD OUTCOMES

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

**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)(B and C)*

MEASURABLE STUDENT OUTCOMES

We have extremely high expectations for **ALL** students at Promise Academy. To help meet these expectations, the students we serve will be met with appropriate levels of personalized support. Our goals for student outcomes are aligned with our mission, as well as with our approach to curriculum and instruction. Our outcomes are also closely aligned with the California state priorities for education as well as the Common Core State Standards for Literacy and Mathematics, Next Generation Science Standards and other relevant California standards. Promise Academy will also establish clearly defined schoolwide outcome goals in compliance with California Education Code Sections 47605(b)(5)(B) and 52060(d).

The chart following our school focus areas and goals delineates the school’s schoolwide and subgroup goals, actions to achieve goals, measurable outcome, methods of assessment, and the person responsible, all aligned with the state’s priorities defined in Cal. Ed. Code Section 52060(d). As the State finalizes new standardized assessment tools (e.g., CA ELD Standards, CCCS tests) and the California School Dashboard, the school will work with the District, as necessary to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined in Education Code Section 47607.
The following goals outline student outcomes for all students as well as subgroups based on California and national content and performance standards in core academic subjects. These goals also outline our anticipated outcomes for the development of students’ 21st century skills as well as socio-emotional and metacognitive skills of importance. The goals below also outline metrics to ensure that we are in compliance with local, state, and national regulations.

The expected outcomes for students at Promise Academy are as follows:

**Focus 1:** Mastery of Academic Content in Core Subject Areas of Mathematics, Reading, Writing, Science and History

- **Goal:** All students at Promise Academy will become proficient readers and writers of the English Language and will be proficient speakers and communicators of the English Language.

To demonstrate meaningful progress towards this goal, Promise Academy students will meet a combination of the following metrics:

**TK-8th Grades**

- Students will demonstrate mastery of grade level state and national standards in ELA as measured by performance on internally developed assessments, performance on NWEA MAP assessments and/or other standards-aligned assessments.
- Students at Promise Academy will meet or exceed proficiency rates of students in the district on CAASPP English Language Arts assessments for students in the aggregate and in subgroups.
- By 3rd grade, 100% of Promise Academy students who have been enrolled at the school since TK/Kindergarten will read at or above grade level as measured by formative reading assessment data or will have grown their reading level by 1.5 years of growth each year since starting at Promise Academy.
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on their Innovation Lab showcase presentation for at least 1 showcase presentation each year.
- 100% of Promise Academy students who are designated as English Learners will be reclassified within 3-5 years of their original classification.
High School

- 70% or more of all students will demonstrate significant growth as measured by the English portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the English portion of CAASPP assessments.
- 90% or more of all students will earn a passing grade of C or above in their English course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English portion of CAASPP assessments.
- Each year 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.

- **Goal:** All students at Promise Academy will become proficient in mathematical skills and content.

*To demonstrate meaningful progress towards this goal, Promise Academy students will meet a combination of the following metrics:*

**TK-8th Grades**

- Students will demonstrate mastery of grade level state and national standards in Mathematics as measured by performance on internally developed assessments, performance on NWEA MAP assessments and/or other standards-aligned assessments.
- Students at Promise Academy will meet or exceed proficiency rates of students in the district on CAASPP Mathematics assessments for students in the aggregate and in subgroups.
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on their Innovation Lab showcase presentation for at least 1 showcase presentation each year.

**High School**

- 70% or more of all students will demonstrate significant growth as measured by the math portion of CAASPP assessments and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the math portion of CAASPP assessments.
- 90% or more of all students will earn a passing grade of C or above in their math course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the math portion of CAASPP assessments.
- Each year 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.

- **Goal:** All students at Promise Academy will become proficient in scientific thinking and concepts.

*To demonstrate meaningful progress towards this goal, Promise Academy students will meet a combination of the following metrics:*

**TK-8th Grades**
- Students will demonstrate mastery of grade level state and national standards in Science as measured by performance on internally developed assessments (more than 75%).
- Students at Promise Academy will meet or exceed proficiency rates of students in the district on the California Science Test for students in the aggregate and in subgroups (grades 5 and 8 only).
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.
- Each year, starting in grade 3, 100% of students at Promise Academy will earn a 3 or 4 on their Innovation Lab showcase presentation for at least 1 showcase presentation each year.

**High School**
- 70% or more of all students will demonstrate significant growth as measured by the science portion of the California Science Test and/or internal benchmark assessments.
- 75% or more of all students will be proficient or above as measured by the California Science Test.
- 90% or more of all students will earn a passing grade of C or above in their science course.
- Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the California Science Test.
- Each year 100% of students at Promise Academy will earn a 3 or 4 on the Innovation Lab Rubric for at least 1 lab report generated over the course of the academic year.
- Each year, 100% of students at Promise Academy will earn a 3 or 4 on their Innovation Lab showcase presentation for at least 1 showcase presentation each year.
• **Goal:** All students at Promise Academy will become proficient in social science and history practice and content.

*To demonstrate meaningful progress towards this goal, Promise Academy students will meet a combination of the following metrics:*

**TK-8th Grades**
- At least 70% of students will demonstrate mastery/proficiency on internally created history and social science assessments.
- 90% or more of all students will earn a passing grade of C or above on history/social science standards.

**High School**
- At least 70% of students will demonstrate mastery/proficiency on internally created history and social science assessments.
- 90% or more of all students will earn a passing grade of C or above in their history and social science courses.

**Focus 2:** Demonstration of Technological Proficiency

- **Goal:** All students at Promise Academy will gain proficiency in their area of choice with regard to technology (i.e. coding, design, etc.).

*To demonstrate meaningful progress towards this goal, Promise Academy students will meet a combination of the following metrics:*

- 100% of Promise Academy students will create/produce a technology or engineering based product by the end of their 4th grade year, 8th grade year, and 11th grade year. These products will be produced as part of their participation in the Promise Academy Innovation Lab and may be in the form of a blog, student portfolio, coding project, etc. These products may also be demonstrated during Promise Academy Innovation Lab Showcase events.

**Focus 3:** College Preparation, Acceptance, and Persistence

- **Goal:** All Promise Academy graduates will be prepared to enter and succeed in college and will be thoughtful, engaged participants of the 21st century world.

*To demonstrate meaningful progress towards these goals, Promise Academy students will meet a combination of the following metrics:*

**TK-8th Grades**
- 75% of students will be rated proficient or above on the Promise Academy Cognitive Skills Rubric as measured in grades 3, 5, and 8.
**High School**

- 75% of students will be rated proficient or above on the Promise Academy rubric of 21st century skills and/or cognitive skills.
- 80% of students report consistently taking action based on the Promise Academy core values and demonstrate high levels of school connectedness and critical consciousness as measured by student surveys.
- 80% of students will pass an AP exam with a score of 3 or higher.
- 100% of students complete UC A-G requirements.
- 85% of students demonstrate college preparedness via EAP (Early Assessment Program) or equivalent.
- 95% of Promise Academy students will be accepted to a four year college or university
- Promise Academy ACT and/or SAT scores will be at or above the national average.

- **Goal:** Promise Academy will meet and/or exceed college persistence rates for our nation and for the state of California.

*To demonstrate meaningful progress towards these goals, Promise Academy students will meet a combination of the following metrics:*

**High School**

- 75% of Promise Academy graduates will enroll in a 4 year college or university within 2 years of graduating from high school.
- 75% of Promise Academy students enrolled in college will persist in college in the 6 years following their enrollment into a 4 year college or university.
- 75% of Promise Academy students will graduate from a 4 year college or university within 6 years of their high school graduation.

**Focus 4:** Parent and Student Satisfaction

- 75% of families will complete the annual family survey each year.
- 100% of Promise Academy students will complete a school culture and climate survey each year.
- 90% of Promise Academy families will be represented at least 1 Promise Academy event each year and at least 75% of Promise Academy families will be represented at 2 or more events each year.
- Parent leadership meetings at Promise Academy will be well attended and parent leadership will represent the racial, ethnic, and socio-economic demographics of the school.
- School leadership and staff will analyze family and student surveys annually and will create action plans based on data. Data will be reported to the school community and the Promise Academy board of trustees at least annually.
Focus 5: Financial and Fiduciary Responsibility and Sound Oversight

- **Goal:** Promise Academy will demonstrate financial and fiduciary responsibility.

*To demonstrate meaningful progress towards these goals, Promise Academy students will meet a combination of the following metrics:*

- Promise Academy will run a balanced budget each year of operation
- Promise Academy faculty and parents will have input into the budget

- **Goal:** The Promise Academy Board of Directors will provide effective and sound oversight of the school. School governance and leadership will effectively support the charter school to promote teaching and learning and to be a financially responsible organization.

*To demonstrate meaningful progress towards these goals, Promise Academy students will meet a combination of the following metrics:*

- Promise Academy will complete an annual analysis and action plan of school priorities including feedback from staff, students and parents
- Promise Academy will meet all goals represented in this element of the charter petition

Focus 8: Enrollment and Attendance

- **Goal:** Promise Academy will be fully enrolled and students will consistently attend school regularly and on time.

*To demonstrate meaningful progress towards these goals, Promise Academy students will meet a combination of the following metrics:*

- Promise Academy will meet its yearly enrollment and waitlist goals.
- Promise Academy will have an Average Daily Attendance rate of at least 95%.

OUTCOMES ALIGNED TO STATE PRIORITIES

The outcomes for Promise Academy and our students that were outlined above are aligned with state priorities and goals. This alignment is illustrated in the table below, which reorganizes our metrics around the state goal they support. Additional measures of impact are included below, as needed.

<table>
<thead>
<tr>
<th>PROMISE ACADEMY OUTCOMES ALIGNED TO STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Priority #1.</strong> The degree to which teachers are</td>
</tr>
<tr>
<td>ANNUAL GOALS TO ACHIEVE PRIORITY #1</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>• Promise Academy will hire and maintain a highly qualified staff.</td>
</tr>
<tr>
<td>• Promise Academy will obtain the most up-to-date standards aligned instructional materials that will prepare students for college and career.</td>
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<tr>
<td>• School facilities are maintained and in good repair.</td>
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90% of community members agree that the school is clean and orderly on community survey
- School leaders rate the school condition as “excellent” on monthly walkthroughs.

### State Priority #2
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #2</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All Promise Academy curriculum will be aligned to CCSS/Next Generation Science Standards. • All Promise Academy curriculum will be designed to support ELs and other struggling subgroups.</td>
<td>• Curriculum maps for each course and revisited yearly. • All curriculum maps will have goals and strategies to support ELs. • Professional development includes dedicated days each year for training on implementing CCSS, and on supporting ELs and other</td>
<td>• 90% of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC. • School leadership / department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS have supports for ELs and struggling students.</td>
<td>Classroom teachers with support from Head of School</td>
</tr>
</tbody>
</table>
struggling students.

**State Priority #3.** Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #3</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| • Parents view themselves as a key component of the schools’ and student success.  
  • Parents demonstrate high satisfaction with the school’s program. | • Published list of differentiated opportunities for parental involvement.  
  • Regular, designated times for parents to give feedback to school leadership.  
  • Annual community survey. | • 75% of parents complete community survey.  
  • Parental attendance at community meetings is significant according to school leader.  
  • 90% of parents “satisfied” or “highly satisfied” with school based on survey results | Community Engagement Coordinator |

**State Priority #4.** Pupil achievement, as measured by all of the following, as applicable:
A. Statewide assessments (SBAC, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT/ELPAC
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. Section99300 *et seq.*) or any subsequent assessment of college preparedness
<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #4</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| • All students will become proficient in English, math, science and social science.  
• Students perform well on all external tests.  
• Students show growth on benchmark assessments.  
• All students show growth on external measures. | • Standards based and aligned curriculum.  
• Regular benchmark assessments aligned to standards.  
• Extensive student support structures (summer school, intersession, office hours, tutoring, differentiated instruction)  
• Rigorous graduation requirements (beyond UC A-G)  
• Curriculum maps designed to support ELs and struggling students  
• Curriculum maps aligned with EAP assessments  
• Extensive professional development, specifically to analyze results of and create | • 75% of ELs reclassified as English proficient within three years of original designation  
• 75% or more of all students will demonstrate significant growth on CAASPP exams and/or internal benchmark exams.  
• 90% or more of students will earn a passing grade of C or above in their courses.  
• 75% of students are proficient or above on CCSS exams.  
• 75% of all subgroups score a proficient or above on CCSS.  
• 100% of students complete UC A-G requirements. | Classroom teachers;  
Head of School;  
Special Education Manager and Instructional Coach |
action plans for benchmark assessments and to support struggling students and subgroups each year.

- 90% of ELs make progress towards EL proficiency as measured by the CELDT/ELPAC.
- 80% of students have passed an AP exam with a score of 3 or higher by graduation.

### State Priority #5
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 Section 52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #5</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| Students attend school regularly, consistently and on time. | • Social-emotional learning in learning spaces  
• Extensive support structures, including early intervention plans.  
• Extensive community building via orientation | • 95% Average Daily Attendance.  
• Less than 3% per day (average) tardy.  
• Less than 2% annual Chronic Absentee Rate.  
• Less than 3% Dropout Rate (cohort).  
• 95% High School Graduation Rate (cohort). | Community Engagement Coordinator |
**State Priority #6.** 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

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #6</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| • Students will be thoughtful, engaged citizens of a 21st century world.  
• All students consistently demonstrate strong SEL skills and core values.  
• Students will show growth on all SEL skills and core values. | • Extensive community building via advisory, orientation and morning meeting as well as other school events.  
• Social-emotional learning in classes and during small group instruction  
• Personalized tutorials.  
• Analysis of and action plans from community surveys. | • Less than 5% suspensions.  
• Less than 1% expulsions.  
• 75% of all students will reach goals on the SEL rubric.  
• 75% of students rated proficient or above on SEL rubric.  
• 80% of students say other students consistently demonstrate core values on annual community survey.  
• 90% of students are satisfied with Promise Academy on community survey.  
• 90% of parents are satisfied with Promise Academy on | Teachers; Head of School |
State Priority #7. 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. Section42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

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. Section51210)

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. Section51220(a)-(i))

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #7</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 100% of students are enrolled in a broad course of study, including graduation requirements that exceed UC A-G.</td>
<td>• Rigorous graduation requirements that exceed A-G. • Extensive support systems (advisory, tutoring, office hours, remedial courses, summer school, etc.). • Comprehensive college admission process and program.</td>
<td>• 95% of students graduate on time. • 95% of students are accepted to a 4-year college.</td>
<td>Head of School</td>
</tr>
</tbody>
</table>
### State Priority #8

Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

<table>
<thead>
<tr>
<th>ANNUAL GOALS TO ACHIEVE PRIORITY #8</th>
<th>ACTIONS TO ACHIEVE ANNUAL GOALS</th>
<th>MEASURABLE OUTCOMES AND METHODS OF MEASUREMENT</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| • Goal: All students at Promise Academy will become proficient readers and writers of the English Language and will be proficient speakers and communicators of the English Language. | • Standards based and aligned curriculum maps.  
• Regular benchmark assessments aligned to standards.  
• Extensive student support structures (summer school, remediation courses, office hours, tutoring, and differentiated instruction).  
• Rigorous graduation requirements (beyond UC A-G).  
• Curriculum maps designed to support ELs and struggling students.  
• Curriculum maps aligned with EAP assessments.  
• Extensive professional development | • 70% or more of all students will demonstrate growth as measured by the English, math, and/or portions of CAASPP assessments and/or internal benchmark assessments.  
• 75% or more of all students will be proficient or above as measured by the English, math, and/or science portions of CAASPP assessments.  
• 90% or more of all students will earn a passing grade of C or above in their English, math, science, and social studies course.  
• Student cohorts will perform in top 10% of their subgroup compared to other schools of the district on the English, math, and/or science | Teachers; Head of School |
become proficient in social science and history practice and content.

development each year to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.

portion of CAASPP assessments.

- 75% of students in identified subgroups (ELs, students with disabilities, Latinos, African Americans, and Socioeconomically Disadvantaged) will score basic, proficient or advanced on their CCSS test.

- School leadership/department lead yearly audit of curriculum and lesson plans show that curriculum maps are aligned to CCSS and have supports for ELs and struggling students.

<table>
<thead>
<tr>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
</table>

Promise Academy is dedicated to ensuring that students are regularly assessed and that data gathered from assessments is used to measure student growth and progress as well as to inform instructional planning and delivery. Promise Academy will adapt a teaching and learning cycle to ensure that the instruction we provide to our students is based on data and planned from standards. Our data cycle will be similar to that used by the Achievement Network, a successful non-profit organization that provides support to schools to use data to improve student achievement:
We believe that planning from data and standards is vital to our success as a school. This data orientation will allow us to cultivate a culture of continuous improvement; one where every member of our community becomes used to measuring our success and progress based on data and then iterating on our current practices to find new solutions to foster student success. This orientation is not only vital to our success as a school, it also lays an important foundation for the future success of our students. We know that for our students to be adequately prepared to succeed in the 21st century that they must be able to accurately assess their progress and use data to prototype, test, and pilot new solutions. At Promise Academy students will also be very aware of data related to their progress and will participate in this cycle to foster continuous improvement.

We will gather data from a variety of sources throughout a given academic year. The Promise Academy instructional model, with its focus on standards-driven small group instruction, will allow our instructional staff to meaningfully gather data multiple times throughout the day and week and use this data to inform instructional practices. We will also leverage assessment data from internally and externally validated assessments as well as assessments required by the state of California. The table below lays out the types of formative and summative assessment data that we anticipate relying upon as students progress throughout their years at Promise Academy.
### English Language Arts

*Students as Promise Academy will participate in a combination of select assessment resources included below.*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grade Level(s)</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally created assessment such as exit tickets, quizzes, writing benchmarks, and other assessments</td>
<td>Measure mastery of standards to inform instruction and student supports</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>STEP or other, similar Reading Assessment</td>
<td>Assess reading levels, decoding, fluency/comprehension. Provides data to be used in guided reading and small group instruction.</td>
<td>TK-6</td>
<td>Upon enrollment and up to twice throughout the year through grade 2; as needed in upper grades</td>
</tr>
<tr>
<td>Achievement Network, NWEA MAP, or similar standards aligned external assessment</td>
<td>Externally created and validated assessments for reading comprehension and writing</td>
<td>K-8</td>
<td>Three to 4 times per year</td>
</tr>
<tr>
<td>Data from online curriculum and learning platforms such as News ELA, No Red Ink, Gooru, etc.</td>
<td>Measures mastery on grade level standards as well as key skills needed per subject</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>CASPP</td>
<td>State assessment for Common Core State Standards</td>
<td>3-high school</td>
<td>Annually for ELA in tested grades</td>
</tr>
</tbody>
</table>

### Mathematics

*Students as Promise Academy will participate in a combination of select assessment resources included below.*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grade Level(s)</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Assessment</td>
<td>Purpose</td>
<td>Grade Level(s)</td>
<td>Timeline/Frequency</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Internally created assessment such as exit tickets, quizzes, writing benchmarks, and other assessments</td>
<td>Measure mastery of standards to inform instruction and student supports</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>Achievement Network and/or NWEA MAP</td>
<td>Externally created and validated assessments for reading comprehension and writing</td>
<td>K-8</td>
<td>Three to 4 times per year</td>
</tr>
<tr>
<td>Data from online curriculum and learning platforms such as iXL, Khan Academy, ST Math, Gooru, and ALEKS</td>
<td>Measures mastery on grade level standards as well as key skills needed per subject</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>CASPP</td>
<td>State assessment for Common Core State Standards</td>
<td>3-high school</td>
<td>Annually for Mathematics in tested grades</td>
</tr>
</tbody>
</table>

**Science, Technology and Engineering**

*Students as Promise Academy will participate in a combination of select assessment resources included below.*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grade Level(s)</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally created assessment such as exit tickets, quizzes, writing benchmarks, and other assessments</td>
<td>Measure mastery of standards to inform instruction and student supports</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>Innovation Lab Challenges</td>
<td>Measure mastery of core science/technology/engineering standards as well as 21st century skills development</td>
<td>TK-12</td>
<td>Quarterly</td>
</tr>
<tr>
<td>California Science Test (CAST)/California Alternate</td>
<td>State assessment used to measure state standards for science</td>
<td></td>
<td>Once a year in tested grades</td>
</tr>
</tbody>
</table>
**Assessment for Science**

**History and Social Sciences**
*Students as Promise Academy will participate in a combination of select assessment resources included below.*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grade Level(s)</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally created assessment such as exit tickets, quizzes, writing benchmarks, and other assessments</td>
<td>Measure mastery of standards to inform instruction and student supports</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
</tbody>
</table>

**English Language Development**
*Students as Promise Academy will participate in a combination of select assessment resources included below.*

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Purpose</th>
<th>Grade Level(s)</th>
<th>Timeline/Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally created assessment such as exit tickets, quizzes, writing benchmarks, and other assessments</td>
<td>Measure mastery of standards to inform instruction and student supports</td>
<td>TK-12</td>
<td>Daily and/or weekly</td>
</tr>
<tr>
<td>CELDT/ELPAC</td>
<td>Measure language development and proficiency</td>
<td></td>
<td>Annually for students designated as English Learners</td>
</tr>
</tbody>
</table>

**PROMISE ACADEMY DATA CYCLE**

As mentioned previously, Promise Academy will use a data cycle adapted from the teaching and learning cycle developed by the Achievement Network. Approximately every 6 weeks, teachers at Promise Academy will participate in various elements of the data cycle to ensure that they are planning from standards and are differentiating instruction and student supports in response to data.
The Promise Academy teaching and learning cycle begins by ensuring that a curriculum map is planned for each content area at each grade level. Prior to our launch, Promise Academy instructional staff will create these curriculum maps and will ensure that the Common Core State Standards, the Next Generation Science Standards, and the California State History and Social Science Standards are clearly mapped into units of study and that a calendar of units of study for the year are outlined for teachers to use. Interim assessments for students in English Language Arts, Mathematics, History/Social Sciences and Science will either be created by Promise Academy staff or we will leverage high quality assessments created by external vendors. These interim assessments will align to the curriculum standards created on the curriculum map and will align with the teaching and learning cycle.

Prior to the beginning of the school year, and then for each 6 weeks thereafter, Promise Academy teachers will begin the process of breaking down the standards for their upcoming unit and will then ensure that a clear unit plan, including daily learning objectives and formative assessments, are created. Part of this unit planning process will be ensuring clarity around which standards and objectives will be taught in each portion of the Promise Academy instructional model (academic rotations, content workshops, and Innovation Lab). Teachers will then create more detailed lesson plans and instructional plans to outline the key learning activities that students will participate in throughout the unit.

Throughout each instructional unit of study, teachers will gather and analyze formative assessment data and make much of this data available to students and families. Students will set learning goals for each of their core content areas and will be able to assess their progress relative to their goals each week. Teachers and instructional staff at Promise Academy will work with students, starting in the youngest grades, to build their capacity to understand how to set appropriate academic goals and how to track their progress toward these goals. As students become older they will have much more agency over setting their goals and communicating progress toward those goals to their teachers and families.
At the end of each cycle, approximately every 6 weeks, teachers will hold a formal “data day” to come together with their colleagues and analyze trends in their data. Data days will typically take place during a minimum day which is typically used for staff professional development. During a data day teachers will gather and analyze a series of data from the unit of study students have recently completed. Specific data teachers will use will depend on the grade level and content area taught but may include: student work samples, data from exit tickets and other formative assessments, item analysis from interim assessments, growth data from NWEA or other assessments, and standards-based data from online learning platforms. Teachers will use this data to identify students who are at or exceeding expectations for core standards and will also use the data to group students for tutoring groups and other small group interventions. During this analysis, special attention will be provided to student subgroup populations such as students with disabilities, English Learners, and others.

USE AND REPORTING OF DATA

Promise Academy will use a student information system (SIS) to capture all data related to student attendance, school operations, student achievement, and discipline data. We will select an SIS system, to the extent possible, that can interface with other online learning platforms we select to ensure that data can be captured and analyzed as seamlessly as possible.

As described above, we will have detailed processes by which Promise Academy school leaders and instructional staff regularly gather and analyze student data and students and families will have meaningful role in this process.

We will also gather and report data in the following ways:

- At least quarterly, the Promise Academy board will receive updated metrics via the Promise Academy Data Dashboard. This dashboard will be reviewed by the board prior to board meetings and trends in the data will be discussed in detail during board meetings. The data dashboard will include student enrollment data, attendance data, achievement data by content area and grade level and data regarding the school’s financial health. School culture and climate data as well as data related to parent, student, and teacher satisfaction will also be included.
- Annually, Promise Academy will publish a School Accountability Report Card (SARC) that will be made available to all Promise Academy students and families via our school’s website. It will also be made available in our front office. When analyzing student achievement data Promise Academy will disaggregate the academic performance of students by subgroups (ethnicity, gender, EL, low income, students with disabilities).
- Promise Academy will comply with the new Local Control Accountability plan and relevant deadlines, state priorities, school stakeholders, formats and any related regulations and compliance requirements. A Local Control Accountability Plan shall be developed in accordance with a template adopted by the state board. The plan will be reviewed and updated annually, including a budget to implement the actions
described in the plan and submitted to, but not approved by, its authorizer. Via our shared decision making process, we will engage staff, students, parents and the Board, in the plan development and review process.

CONTINUOUS IMPROVEMENT AND CONSTANT LEARNING

Promise Academy is committed to using student performance data to refine and improve the educational program. Specifically, the staff will dedicate time at staff meetings during each semester to analyze the data, and to take action to ensure student success. The data cycle outline above details this process. Changes will be adopted based on staff feedback, and planning for implementation will occur during the intersession periods. Additionally, Promise Academy will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges (“WASC”).
ELEMENT D: GOVERNANCE

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

NON-PROFIT PUBLIC BENEFIT CORPORATION
Promise Academy will be a directly funded independent charter school and will be operated by Promise Public Schools, a tax-exempt California Nonprofit Public Benefit Corporation (hereafter the “Charter School” or the “Corporation”), pursuant to California law upon approval of this charter (pursuant to Education Code Section 47604). Promise Academy has applied tax-exempt status under Internal Revenue Code Section 501(c)(3). Promise Academy will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and Promise Academy. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Promise Academy, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Promise Academy as long as the District has complied with all oversight responsibilities required by law.

A true and correct copy of the Corporation's Articles of Incorporation is attached in Appendix G.

A true and correct copy of the Corporation's Bylaws is attached as in Appendix G.

A true and correct copy of the Corporation's Conflict of Interest Code is attached as in Appendix G.

Promise Academy will comply with all applicable state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It will purchase and maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies as specified herein.

GOVERNANCE STRUCTURE AND ORGANIZATIONAL CHART
The Corporation and school will be governed by the Board of Directors, which will oversee the School’s Head of School. The school is managed and its powers exercised under the ultimate jurisdiction of the Board, in alignment with the authorization of the District. The Board’s primary method for executing its responsibility is the development and adoption of policies and procedures to ensure that the School is fulfilling its mission and that its operations are in compliance with the charter, and applicable federal and state laws. The Head of School shall be responsible for implementing the policies and procedures set by the Board on a day-to-day basis.
Day to day functions of the School are delegated by the Head of School, through their positions, to the school’s staff that will implement the school’s educational program. Organizational charts for each phase of the school’s operation are shown below.

Year 1

Figure Z
Years 4-5 and Beyond

Board of Trustees

Head of School

Special Education Managers/ Instructional Coaches

Community Engagement Coordinators (2)

Teachers and Innovation Lab Directors

Business Services Manager

Classified Staff (Campus Supervisors, Teacher’s Assistants)

Special Education Support (school psychologist, special education teacher, occupational therapy, speech/language therapy, mental health, and behavior intervention support.)

College Tutors

Office Managers (2)

Figure AA

BOARD OF DIRECTORS
Promise Academy shall be governed by the Promise Academy Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of Promise Academy. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Brown Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Head of School of Promise Academy.

The Board shall consist of at least three (3) and no more than nine (9) directors unless changed by amendment to the bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors pursuant to the Corporation’s Bylaws.

Members of the Board shall be appointed and shall serve terms consistent with the Corporation’s Bylaws. Specifically, initial terms of Board members will be either 2 years or 3 years. After initial terms have been served Board members shall serve terms of 2 years thereafter. Board members may serve 2 consecutive terms before a member must leave the Board for 1 year. The President, Secretary, and Treasurer shall each hold office for a term of 2 year. No person may hold both the office of President and Secretary or President and Treasurer concurrently. The offices of Secretary and Treasurer may be held by the same board member.

New Board members will be mentored by experienced members during their first year. Board members will be appointed by the Board, with input from the leadership of Promise Academy, such that the Board contains expertise in varying fields and is able to offer advice, direction, and discussion for the school.

Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations. Employees shall not serve on the Board as Board members.

The Board shall maintain in effect general liability and board errors and omissions insurance policies as set forth herein.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with this charter or the purposes for which schools are established.

The Board will adopt a Conflict of Interest Code, which complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. The approved Conflict of Interest Code shall be filed with the Corporation’s local filing agency, the Santa Clara County Board of Supervisors.
The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act. Annually members of the Board will also participate in ongoing professional development related to their duties to ensure that they have the necessary information that they will need to be effective. Professional development will include Head of School evaluation, effective governance, compliance, succession planning, strategic planning and goals setting, and other topics.

The Board will meet on a regular schedule in a set location with meeting times and minutes posted publicly in accordance with the Brown Act. Meetings will be open to the public and parents and all interested stakeholders will be encouraged to attend.

**Promise Academy Initial Board of Directors with Term Expiration Dates**

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Term Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Elias</td>
<td>Chair</td>
<td>July 2020</td>
</tr>
<tr>
<td>Michael Hexner</td>
<td>Treasurer</td>
<td>July 2020</td>
</tr>
<tr>
<td>Carol Brooks</td>
<td>Secretary</td>
<td>July 2021</td>
</tr>
<tr>
<td>Corrine Satayala</td>
<td>Vice Chairman</td>
<td>July 2021</td>
</tr>
<tr>
<td>Shirley J Everett</td>
<td>Member</td>
<td>July 2021</td>
</tr>
</tbody>
</table>

**Defining the Work of the Board**

The Board of Directors is responsible for ensuring that the school remains faithful to its mission, financially viable, and true to the terms of its charter. The Board of Directors is made up of a diverse group of individuals that collectively possess expertise in critical areas of charter school governance, including finance, legal, education, fundraising, community outreach, marketing, and charter school operations.

The collective and individual roles of Board members include:

- Holding the organization accountable to its charter and federal, state, and local law
- Setting long-range organizational goals and developing strategic plans to meet them
- Reviewing and approving the school’s operational budget
- Hiring and evaluating the Head of School
- Reviewing, negotiating, and approving major contracts on behalf of the school
- Providing expertise and professional advice in areas such as law, accounting, business, finance, marketing, publicity, and educational programming
- Fundraising for capital and operating expenses as well as soliciting in-kind contributions
- Promoting the school in the local community and the greater San Jose community
• Recruiting and electing new Board members if a seat becomes vacant or the need is recognized for additional expertise

The Board will be a governing body, and day-to-day management responsibilities of the school shall be delegated by the Board to reside solely with the Head of School and the leadership team that he or she hires. The Board of Directors will maintain active and effective control of the school primarily in their relationship with the Head of School who will serve on the Board in a non-voting, ex officio capacity. Along with an effective reporting structure and attendance at regularly scheduled meetings, the Board will set in place evaluative measures that gauge the effectiveness of the Executive Director as well as the educational programs of the school. Further, the Board will establish a Governance Committee which will oversee the continuing recruitment and orientation of qualified Directors, and will establish an evaluation process to assess its efficacy on an annual basis.

**Board Member Job Descriptions**

To ensure that board members can fully execute their responsibilities, a clear understanding of the requirements of the role is vital. The following job descriptions offer clarity around the key roles and responsibilities of full board members. Additional job descriptions for officer roles are also provided here.

As described in the bylaws, there will be four Officers of the Board of Directors. Each officer is elected by the full Board.

The **Board Chair** leads the Board of Promise Academy. The Board Chair is expected to preside at all meetings, to guide the board in the enforcement of all policies and regulations relating to Promise Academy, and to perform all other duties normally incumbent upon such an officer. The Board Chair shall appoint all members, including the chair of each standing committee and all other committees deemed necessary by the board. The Board Chair may serve as an ex-officio member of each committee.

The **Vice-Chair** serves in the capacity of Board Chair if the Board Chair is absent. The Vice Chair will be expected to chair a committee per interest and expertise.

The **Secretary** is the chief record keeper for the Board and is responsible for ensuring that the actions of the Board are documented. The Secretary will, in advance of meetings, provide written agendas of the sessions of the full Board and the meetings of the standing committees, and distribute to Board members appropriate background information on subjects to be discussed. The Secretary will prepare and provide written minutes to Board members in the specified time, file approved minutes, and maintain the official list of Board members in accordance with procedure.

The **Treasurer** is entrusted with the financial responsibilities of the Board. The Treasurer serves as financial officer of the organization and as chair of the Finance Committee. The Treasurer manages, with the Finance Committee, the Board’s review of and action related to
the Board’s financial responsibilities. The Treasurer works with the Executive Director to ensure that appropriate financial reports including the annual budget are made available to the Board on a timely basis for approval. The Treasurer also reviews the annual audit and answers Board members’ questions about the audit.

Board member job descriptions as well as job descriptions for key Promise Academy staff can be found in Appendix G.

PARENT AND COMMUNITY INVOLVEMENT IN GOVERNANCE
Promise Academy understands that parental involvement in the life of the school is essential to the success of the school. Promise Academy has made it a priority in its mission to encourage parent participation throughout the school, including the involvement of parents in Promise Academy instructional programs.
Promise Academy believes that parent involvement translates into increased student achievement. The philosophy of Promise Academy is to encourage, honor and respect the parent voice and to ensure that parents have ongoing leadership opportunities at the school.

School/parent meetings will be held regularly while school is in session or more frequently if necessary in order to facilitate the communication process between parents, the school administration and the school’s governing board.
Parents will be encouraged to serve on the Promise Academy Parent Leadership Group.
Parents will be consulted and advised regarding the school’s educational programs and student progress through meetings and informational bulletins on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.

Parents shall be informed about their students’ progress through parent/teacher/student conferences, progress reports, graded report cards, and ad hoc meetings and access to a parent portal on our Student Information System. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts.

Parents will be encouraged, but not required, to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, communications facilitation, clerical support, and supervision of student field trips.
Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents can determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be determined during parent/staff conferences held prior to the onset of each school year. Parents will also be encouraged, but not required, to spend at least one full day per school year in the classrooms with the child.
The school will provide parent workshops and education classes at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:

- Child Development
- Developing Students’ Literacy at Home
- Helping Your Child with Homework
- Planning Educational Family Outings
- Planning Your Child’s Educational Future (High School and College)

The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.

The staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.

Please see the family and community involvement section above in Element A for more details on family involvement as well as our draft family and student handbook in Appendix G of this petition.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

In the event that Promise Academy reaches a number (over 21) of English Language learners that establishes a need for an advisory committee, an ELAC will be established. The ELAC will be comprised of 4 to 8 parents, Head of School or designee, and one faculty member. ELAC representatives are elected by nomination and electronic ballot for a term of one school year.

The responsibilities of the English Language Advisory Committee are as follow:

- Develop and honor a Full Value Contract that provides structure within which expectations for group operations are established and members are held accountable.
- Collaborate with stakeholders and provide input on significant issues affecting the learning community (i.e. school-wide needs assessment, LCAP, Safe School Plan, WASC accreditation, etc.).
- Formulate initiatives to support English Language Learners.
- Solicit and encourage community participation.
- Provide input to the Parent Leadership Group on the most effective ways to support full participation of English Language Learners in all school activities.

**District Involvement and Responding to Inquiries**
The San Jose Unified School District will provide supervisorial oversight to the school as required by California law as a charter school's authorizing agency. The school shall, in accordance with Education Code Section 47604.3, promptly respond to all reasonable inquiries by the District, including but not limited to, inquiries regarding financial records, and shall consult with the District regarding any such inquiries.
ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

INTRODUCTION AND ASSURANCES

Promise Academy is driven by its own mission and vision, to create personalized, world-class educational experiences that prepare all students to reach their potential and to change the world. To do this, Promise Academy must have a strategy and a plan to ensure that the school has the human capital and talent necessary to realize its vision. Promise Academy is committed to recruiting and hiring a community of professionals who are dedicated to the best-practice education of all students. Regardless of their role in the school, every person hired by Promise Academy will actively help to promote the curricular philosophy, instructional program and the school community’s guiding principles.

Promise Academy makes the following assurances in regard to employee qualifications:

- Promise Academy will require credentials equal to those required by the district as applicable and required by law for Core and College prep courses.
- All Promise Academy teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of ESSA.
- Promise Academy will not discriminate against or harass any employee based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law.
- Promise Academy is a School of Choice and no employee will be forced to work at Promise Academy.
- Promise Academy will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.
- All employees shall be fingerprinted and receive a background clearance in the accordance with Education Code Section 44237 prior to commencing employment.
- Promise Academy will comply with all state and federal laws concerning the maintenance and disclosure of employee records.
- Promise Academy will comply with all state and federal mandates and legal guidelines relative to the Every Student Succeeds Act of 2015 (ESSA).
- Promise Academy shall be nonsectarian in its employment practices and all other operations.

To best meet families’ needs and the school’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students, and to participate in staff development to enhance their skills in this area.
STAFF RECRUITMENT AND SELECTION
All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. As described in Section 1.7.7. above, a committee of the administration, a parent representative and a teacher representative will conduct interviews of teacher candidates and arrive at a consensus to forward to the Head of School. As previously mentioned above, all instruction staff will ultimately be hired by the Head of School based on recommendations from the committee. The Head of School will create a committee and will receive recommendations from such a committee on candidates that are best suited for the school based on qualifications. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from Promise Academy of the job offer. Promise Academy will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual agreement. The Head of School will have final approval over all hiring.

Promise Academy will not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, politics, sex, sexual orientation, age, disability, or other federally protected classes.

When there is a vacancy in the instruction staff, the Head of School will establish an ad hoc Hiring Committee which will:
• Create Job Announcement
• Create marketing campaign using advertising and promotions
• Recruit potential teachers creating a pool of candidates by requesting resumes
• Select “best-fit” candidates for interviews
• Receive the Head of School’s approval on all hiring recommendations

Promise Academy will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 prior to the start of employment with the school. Promise Academy will also require all employees to furnish before the start of employment:

• Medical clearance for communicable diseases and Mantoux tuberculosis (TB)
• Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
• Documents establishing legal status

Promise Academy will maintain these records for each employee pursuant to Educational Code Section 44237 and other applicable law.
EMPLOYEE EVALUATION
All staff will be assessed through a three-part process that includes observations, evaluation rubrics, and interviews. A 360-degree evaluation process will be used as appropriate.

All teachers will be evaluated on the following:
- Deliver a quality, enriched, and powerful curriculum that is aligned to state content standards and the mission and vision that leads to improvement of student learning
- Effective teaching practice and performance of job duties as assigned
- Provide continual assessment of student progress and use that information to evaluate classroom performance towards meeting the needs of every student
- Strive for continuous and open communication with school staff, parents, and community members

The Head of Schools will be evaluated on the following:
- Development and guidance of the academic program to high academic success
- Development and maintenance of parent involvement
- Maintenance and oversight of education-related budget and sound budget
- Development and maintenance of a positive school culture
- Achievement of the mission and vision of the school
- Achievement of mutually agreed upon annual goals in relation to school operations, facility acquisition, and fundraising
- Maintenance and oversight of fiscal activities and sound budget

All other staff will be evaluated:
- Performance of the daily tasks included in their job description
- Strive for continuous and open communication with school staff, parents, and community members

Appropriate records of credentials held by Promise Academy teachers and supporting documentation will be monitored and maintained by the school administration. Credentials will be monitored annually in compliance with state and federal law. The school will maintain current copies of all teacher credentials and they will be readily available for inspection. Promise Academy will take all steps necessary to minimize the use of teachers holding emergency permits, including posting and interviewing for job openings as early as possible and recruiting faculty from accredited teacher credentialing programs.
EMPLOYEE QUALIFICATIONS FOR KEY POSITIONS AND MINIMAL JOB DESCRIPTIONS

All employees of Promise Academy must have potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Backgrounds investigation including tuberculosis clearance and fingerprints will be required of all employees. As noted in Element D, Promise Academy is governed by a non-profit corporate Board of Directors.

Head of School

Qualifications/Experience:
- Hold an advanced degree beyond a bachelor’s degree or actively pursuing one (administrative credential preferred but not required)
- Have demonstrated leadership in curriculum design and implementation
- Have worked with students of diverse backgrounds and socioeconomic status

The Head of School will:
- Be a member of the instructional team. He or she will be responsible for the instructional program of the school
- Evaluate instructional staff effectiveness
- Ensure that all measurable pupil outcomes (as outlined in this charter) are met
- Provide opportunities for staff development and professional growth
- Oversee induction of new teaching staff
- Discipline students along with teachers

Special Education Case Manager/Instructional Coach

Qualifications/Experience:
- Hold a valid special education credential
- Hold an advanced degree beyond a bachelor’s degree or actively pursuing one
- Have demonstrated leadership in curriculum design and implementation and special education program and compliance
- Have worked with students of diverse backgrounds and socioeconomic status
- Have demonstrated experience leading teacher teams (formally or informally) and providing instructional coaching to teachers

The Special Education Case Manager/Instructional Coach will:
- Be a member of the Instructional Team, setting the vision for our services for diverse learners, including students with disabilities
- Oversee compliance related to special education services and staffing
- Manage relationships with external service providers who are working with Promise Academy students
- Ensure that measurable pupil outcomes (as outlined in this charter) are met
• Develop and implement an instructional coaching model to foster the ongoing growth of classroom teachers, Innovation Lab directors and teaching assistants
• Provide opportunities for staff development and professional growth
• With the Head of School, oversee induction of new teaching staff

**Community Engagement Coordinator**

Qualifications/Experience:
• Hold at least associate’s degree with college degree highly preferred
• Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status
• Have experience working with families from diverse backgrounds and socioeconomic status

The Community Engagement Coordinator will:
• Act as a liaison between Promise Academy parents and school staff
• Hold regular home visits and 1:1 meetings with Promise Academy parents as needed
• Establish the Promise Academy Parent Leadership Group and cultivate the leadership of parents in that group to meaningfully participate in the school
• Potentially coordinate and oversee the after school programs at Promise Academy

**Teachers and Innovation Lab Directors**

Qualifications/Experience:

Promise Academy will comply with all minimum teachers’ qualifications as defined by state and federal law, including California’s definition of *Highly Qualified* under ESSA. At minimum, a Teacher at Promise Academy will:
• Hold a Bachelor’s degree (Sec. 3.2.1)
• Hold a California Credential or an Intern Credential or Certificate for no more than three years (Sec. 3.2.2)
• Hold a SPED or CLAD or BCLAD credential, if applicable
• Demonstrated core academic subject competence by: (1) Exam: pass a subject matter examination approved by the CCTC in each subject taught; or (2) Coursework: in each core subject area taught completed a) CCTC approved subject matter program, or b) Major, or c) Major equivalent – 32 semester units or the equivalent or d) graduate degree; (3) Advanced Certification: National Board Certification in the core area; or (4) HOUSSE: Complete California’s High Objective Uniform Standard of Evaluation. (Sec. 3.2.3)
• Have worked with students of diverse backgrounds and socioeconomic status.
• Adhere to all requirements as specified in ESSA.
Teachers will:

- Provide a quality, enriching curriculum
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Be a participating member of the Teacher Advisory Council
- Adhere to all school policies as established by governing councils

**Teaching Assistants**

Qualifications/Experience:

- Hold an associate’s degree or have completed 2 years of college or in an undergraduate teacher preparation program
- Have experience or demonstrate potential in working with students of diverse backgrounds and socioeconomic status

Teaching Assistants will:

- Assist the classroom teaching in providing a quality, enriching curriculum
- Assist the classroom teacher in monitoring the continual assessment of student progress and maintain records
- Assist the classroom teacher in documenting the evaluation of classroom performance to meet the changing needs of students
- Assist the classroom teaching in providing an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Provide for open communication with all members of the school community
- Adhere to all school policies as established by governing councils

**Office Manager**

Qualifications/Experience:

- Have some experience with office technical procedures or a desire and willingness to learn
- Have experience or demonstrate potential in working with students and parents of diverse backgrounds and socioeconomic status

Office managers will:

- Implement policies and procedures to ensure the smooth operation of the office
- Maintain student records current
- Work in collaboration with teaching staff and maintain an accurate and up to date internal assessment tracking system
- Provide for open communication with all members of the school community
  - Perform specific duties as described by the established job descriptions
REQUIREMENTS FOR EMPLOYMENT IN COMPLIANCE WITH LAW

At Promise Academy, all requirements for employment set forth in applicable provisions of the law will be met.

CREDENTIALS AND CREDENTIAL MONITORING
Promise Academy will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. This documentation will be monitored by the Promise Academy Head of School and appropriate designees. The school director or designee will ensure that credentials are in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State’s interpretation of *Highly Qualified* for the purposes of compliance with ESSA, will be kept at the school.

Teachers assigned to a TK classroom after July 1, 2015, will have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC and or the equivalent and compliant multiple subject credential.

The charter school may also employ or retain qualified non-certificated instructional support staff to serve in an instructional support capacity. Those employees will have an appropriate mix of subject matter expertise, professional experience, and a demonstrated capacity to work successfully in the role of instructional support.

Each student will be assigned to a "teacher of record" who is responsible for overseeing the student’s academic progress and who monitors all grading and matriculation decisions as specified in the school’s operational policies. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the "teacher of record".

All non-instructional (to include classified employees) staff will possess experience and expertise appropriate for their position within the school as outlined in the school’s staffing plan and the school’s adopted personnel policies. A description of work year, salaries, release time and paid non-work days will be developed and provided to individuals interested in applying for non-instructional staff positions during the recruitment process and once again during "new employee orientation" once a staff member has been hired.
All personnel policies will be enumerated in the employee handbook, which will be forwarded to the SJUSD once completed.

**Maintenance of Current Copies of Credentials**
The school will maintain current copies of all teacher credentials and they shall be readily available for inspection.

**Minimizing Use of Teachers Holding Emergency Permits**
Promise Academy will take a very aggressive approach to teacher recruitment of highly qualified teachers in order to insure the minimization of the use of teachers holding Internship Credential. This will be accomplished through an ongoing recruitment process including career fairs, traditional and online marketing, and employee referrals. Promise Academy believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed in alignment with research-based guidelines.

**Racial & Ethnic Balance**
Staff racial and ethnic balance will comply with Federal laws requiring that no teaching staff be identified as intended for students of a particular race, color, or national origin.

**Salaries and Benefits**
The Board of Directors will set policies for salaries, benefits and annual work calendars of all employees. Promise Academy is committed to equitable and just salaries and benefits for its employees. The Board will always consider matching and/or exceeding the salaries and benefits offered by the sponsoring district. It is the responsibility of the Head of School to ensure that the policies, as set by the Board of Directors, are followed and implemented. Promise Academy will offer its own health benefits package. Promise Academy will ensure that employee benefits are extended under the provisions of the Family Medical Leave Act (CFRA) and Labor Code 233 to all employees.
ELEMENT F: HEALTH AND SAFETY

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

Promise Academy will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school’s opening. Health and safety policies will be annually updated and reviewed and distributed to all staff and families. Promise Academy shall ensure that staff are trained annually on the health and safety policies. These policies will include, but will not be limited to:

- A policy requiring that instructional and administrative staff receive training in emergency response once per year, including appropriate "first responder" training or its equivalent
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
- Policies relating to preventing contact with blood-borne pathogens
- Policies relating to the administration of prescription drugs and other medicines
- A policy establishing that the school functions as a drug-free workplace
- A policy mandating that all employees working with students who are minors are subject to fingerprinting
- A policy mandating that child abuse, acts of violence, and other improprieties will be duly reported, as required by federal, state, and local laws
- A policy establishing the school as a zero-tolerance zone for sexual harassment for all employees, students, and parents
- A policy establishing an adherence to Healthy Schools Act-California Education Code Section 17608, which details pest management requirements for schools.

These policies and procedures will be available to the district upon request. Promise Academy is committed to providing a safe and healthy environment in which every member of the school community will learn and thrive. Promise Academy will ensure the safety of all students and staff by complying with all SJUSD policies health and safety, as well as all state and federal laws. These policies will be incorporated into the school’s handbook and will be reviewed on an ongoing basis by the Board and the school’s insurance carrier. A current safety plan will also be developed, and copies will be maintained and distributed to all staff. Insurance carrier and consultants will train staff annually on the safety procedures adopted in the plan.

FACILITIES AND BUILDING CODES

Promise Academy reserves the right to request and receive public school facilities from the District pursuant to Proposition 39 regulations. In the event that Promise Academy
acquires a private facility, the school will acquire a Certificate of Occupancy from the City of San Jose prior to occupancy of the facilities. Should Promise Academy occupy a private facility, that facility will not be subject to the Field Act pursuant to Cal. Ed. Code section 47610, and the facility will be adequate to accommodate all the students enrolled at Promise Academy.

Periodic inspections will be undertaken as necessary to ensure safety standards are met by the school and the school will maintain on file readily accessible records documenting such compliance. Additionally, Promise Academy shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Depending on the facility and the lease requirements, Promise Academy will outsource all major and minor upgrades and repairs, including pest control, landscaping and gardening to vendors qualified to perform such functions.

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, or hazardous materials) by developing appropriate policies and awareness training. The school will also test sprinkler systems, fire extinguishers, and fire alarms annually and ensure that they are maintained. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities). The School will also complete fire inspections as required.

PROCEDURES FOR BACKGROUND CHECKS

Employees and contractors of the charter school will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. The school will not employ any individual who has not completed a background check through the Department of Justice. In addition, Promise Academy will not employ any individual who has been convicted of or has criminal proceedings pending for a violent or serious felony pursuant to Cal. Ed. Code section 44237. The Head of School shall monitor compliance with this policy. Classified staff must submit two sets of fingerprints to the California Department of Justice. The Head of School (or designee) shall monitor compliance and quarterly Board reports regarding criminal background checks. The Board President shall monitor the fingerprinting and background clearance of the Head of School. Livescan services will be used to submit fingerprints electronically for all staff members. In addition, volunteers who work on a consistent basis will be required to fingerprinted and TB- tested. Applicants are responsible for any applicable fees.

Criminal record summaries and all other documentation relating to the criminal background check will be kept by Promise Academy’s custodian of records in locked, fire
safe cabinets and will be kept confidential in accordance with the provisions of Cal. Ed. Code section 44237 and 45125.1.

The Head of School of Promise Academy will monitor compliance with this policy and report to the Board of Directors at least quarterly. The Promise Academy Board President will monitor the fingerprinting and background clearance of the Head of School.

ROLE OF STAFF TO REPORT CHILD ABUSE

Promise Academy adheres to the requirements of California Penal Code Section 11166 regarding child abuse reporting. School staff must report to the proper authorities if they suspect the following occurring to a student:

• Sexual assault
• Neglect
• Willful cruelty or unjustifiable punishment
• Cruel or inhuman corporal punishment or injury
• Abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred.

The reporting person does not have to prove abuse.

The Head of School will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect one is guilty of a misdemeanor, punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff will not be made to investigate any incident, only report to the Head of School and proper authorities.

All suspected cases of child abuse will be brought to the Head of School and/or proper authorities. A written report of the situation will be completed and the Department of Children Services will be immediately notified. If necessary, the SJUSD will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or SJUSD since he/she will be most knowledgeable of the situation. Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student’s record and will be made available to the parent or guardian.

Child Abuse Reporting Procedures

Promise Academy faculty and staff are mandated child abuse reporters under the state and federal law. It is Promise Academy policy that all employees shall comply with California state law reporting procedures. Reports of suspected child abuse are to be
made to an official child protective agency. Unless different procedures are developed and approved by the Promise Academy governing board, Promise Academy employees will follow the protocol and procedures outlined in the SJUSD Child Abuse and Neglect Reporting Requirements.

Mandated reporters must file reports of suspected child abuse/neglect with any child protective services agency. These agencies include any police department, sheriff's department, or county welfare department such as the Department of Children and Family Services (DCFS). A report of suspected child abuse is to be made to one agency only. It is the responsibility of the child protective services agency to determine which agency will handle the report and they may reroute the report as they determine.

When a suspected abuse/neglect report is made, the individual who observed or has knowledge of the abuse makes the report in two parts: 1) a telephone report; and 2) a written report. The telephone report must be made immediately or as soon as practically possible; the written report must be completed and mailed within 36 hours of receiving the information concerning the incident.

The reporting person shall include the following information in the oral report:

- Reporter's full name
- Reporter's business address and telephone number
- Identification as a mandated reporter
- The child’s name, address, school, grade, class, and present location if known
- The names, addresses, and telephone numbers of the child’s parents/guardians
- The information that gave rise to the reasonable suspicion of child abuse/neglect including the source(s) of that information
- The name, address, telephone number, and other relevant personal information about the person(s) who might have abused the child
- During the telephone report, the reporting person should, on the report form:
  - Document the date and time the call is made
  - Record contact person’s name, title, position, I.D./badge number
  - Apprise the contact person of the time school is dismissed and how the child goes home (i.e., bus, parent.)
  - Ascertain and record (in a personal note) the agency’s plan regarding what action will be taken, including when an investigation will be initiated, if the contact person indicates an investigation will occur
  - Clarify and record the agency’s directive as to what the school should/should not do regarding the reported incident/victim/perpetrator
  - Have the contact person read back the report information verbatim

If advised by the contact person that there will be no investigation and/or you are to handle the suspected abuse/neglect administratively, your reporting obligation still requires you to complete and submit the written report on the appropriate form. Any time a reporter feels it necessary to discuss a situation of possible abuse; the reporter may call the Department of Children and Family Services at 1-800-827-8724 and ask to speak with a child protective services worker.
The contents of Suspected Child Abuse Reports and the identity of the reporter must remain confidential (unless otherwise prescribed by law.) To ensure confidentiality for all parties, no other individual, including clerical and other office staff, may read, type, file or be apprised of reports of suspected child abuse. Reports are to be completed only by the reporter and may be handwritten, printed or typed.

**Immunizations and TB Testing**

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075. Records of student immunizations shall be maintained to the extent of enrollment in public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school. Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406. No person shall initially be employed by the charter school unless that person has submitted to an examination within the past 60 days to determine that he or she is free of active tuberculosis. Any employees who test negative by a tuberculin skin test or any other test recommended by the CDC shall be required to undergo follow-up tuberculin examinations at least once each four years or more often if the board deems it necessary. If an employee has a documented positive test and has been followed by an x-ray, the foregoing examination is no longer required, and a referral shall be made within 30 days of completion of the examination to the local health officer to determine the need for follow-up care. Any applicant who was previously employed in another California school district may fulfill the tuberculosis examination requirement by either producing a certificate showing that he/she was examined within the last four years and found to be free of active tuberculosis or by having the school district that last employed him/her verify that is has on file a certificate which contains that evidence. The Head of School will monitor compliance with Ed. Code 49406.

**Medication in School**

Promise Academy will adhere to Education Code Section 49423 regarding administration of medication in school. Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.
EMERGENCY PREPAREDNESS AND OTHER POLICIES

Promise Academy will develop emergency policies and procedures that will be contained in the Promise Academy handbook. These policies will include, but will not be limited to: fire, flood, earthquake, terrorist threats, and hostage situations.

Promise Academy will develop a policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.

**Fire Drills**

Fire drills will be held at least quarterly. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**Disaster Drills**

Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of an earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their
heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

**Bomb Threats**

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911. Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, Telephone Company and parents. If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

**Evacuation Plan**

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices,
bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

**Staff Responsibilities**

All employees are responsible for their own safety, as well as that of others in the workplace. Promise Academy will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor or administration immediately. If an employee suspects a concealed danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which Promise Academy is responsible, the employee will bring it to the attention of their supervisor or administration immediately. Head of School will arrange for the correction of any unsafe condition or concealed danger immediately and will contact staff of the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor or administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors or assigned staff will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis Promise Academy Board may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.
Blood Borne Pathogens

Promise Academy shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Promise Academy 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.

Sexual Harassment Policies and Procedures

Promise Academy is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Promise Academy will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the 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 a sexual misconduct policy that will be developed.

Freedom from Harassment Policy

Internal disputes at the school, including disputes among students, staff, parents, and board members shall be resolved pursuant to the policies and processes developed by the school to be included in the finalized student and staff handbooks. The District shall not intervene in any such internal disputes without the consent of the governing board of the school and shall refer any complaints or reports regarding such disputes to the Promise Academy Board and/or Head of School. The District agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, unless the district believes there may be an immediate threat to the health or safety of students or employees at the site, or unless the Promise Academy Board has requested the district to intervene in the dispute.

Indemnification

To the fullest extent permitted by law, Promise Academy agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to San Jose Unified School District and hold harmless the SJUSD, the San Jose Unified School District's Board of Directors, and each of their members, officers, administrators, employees, agents, representatives, volunteers, successors and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of Promise Academy, and/or on the part of the board of directors, administrators, employees, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of Promise Academy in any way related to the performance of and/or to
the failure to perform in whole or in part any obligation under the Charter and/or in any way related to the operation or operations of Promise Academy or of any other facility, program, or activity.

The obligations of Promise Academy to defend the San Jose Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate Promise Academy to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence, from an Indemnitee's active negligence, or from an Indemnitee's willful misconduct where such sole negligence, active negligence, or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the active negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of Promise Academy shall be for that portion of the loss(es) not due to the active negligence or the willful misconduct of such Indemnitees.

Promise Academy further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the District and District Personnel harmless from any and all financial obligations in the event of an unbalanced budget.

Promise Academy's obligation to indemnify, defend, and hold harmless the District and District Personnel, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Promise Academy's right to operate as a charter school pursuant to this Charter or cause Promise Academy to cease operations.

Insurance

Promise Academy shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the San Jose Unified School District's risk manager and as specified below. Promise Academy's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end Promise Academy's right to operate as a charter school pursuant to this Charter or cause Promise Academy to cease operations until Promise Academy has fully complied with the Closure Protocol set forth in this Charter.

Promise Academy, throughout the life of the charter school shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than “A or A-VII” by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

- COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include: coverage for owned, non-owned, and hired autos, with bodily
injury and property damage liability limits not less than $1,000,000 per person and per occurrence.

- **WORKER'S COMPENSATION** insurance and/or coverage, as required by applicable law, with not less than statutory limits.

- **PROPERTY** insurance and/or coverage, which shall include: (a) coverage for real property on an “all risk” basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of Promise Academy. If any San Jose Unified School District property is leased, rented or borrowed, it shall also be insured by Promise Academy in the same manner as (a), (b), and (c) above.

- **PROFESSIONAL LIABILITY** insurance and/or coverage, in an amount not less than $3,000,000 per “claim” with an aggregate policy limit of $3,000,000.

- **GENERAL LIABILITY** insurance and/or coverage, which shall include coverage for: “bodily injury”, “property damage”, “advertising injury”, and “personal injury”, including, but not limited to, coverage for products and completed operations, sexual abuse/molestation, and sexual harassment with combined single limits of not less than $5,000,000 per occurrence and $20,000,000 in the aggregate.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the San Jose Unified School District and its Board of Directors, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the “San Jose Unified School District and the San Jose Unified School District Personnel”) as additional insureds; (b) shall insure San Jose Unified School District and San Jose Unified School District Personnel to the same extent as Promise Academy; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the San Jose Unified School District and/or by the San Jose Unified School District Personnel shall be in excess of Promise Academy’s insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by Promise Academy; (d) shall be on an “occurrence” basis rather than a “claims made” basis, excepting only educators’ legal liability and errors and omissions insurance and/or coverage, which shall be on a “claims made” basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or
materially changed for any reason, without thirty (30) days prior written notice thereof given by the insurer to the San Jose Unified School District by US Mail, certified, or by personal delivery. In addition to such notice provided to the San Jose Unified School District by the insurer, Promise Academy shall also provide the San Jose Unified School District with thirty (30) days prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Promise Academy shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two (2) business days, the Charter shall be subject to revocation pursuant Education Code Section 47607 and/or shall become void at the San Jose Unified School District’s option.

The acceptance by the San Jose Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of Promise Academy or of any insurer or joint powers authority to the San Jose Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the San Jose Unified School District and/or the San Jose Unified School District Personnel are waived.

Promise Academy shall provide to the San Jose Unified School District duplicate originals of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the San Jose Unified School District within thirty (30) days of the approval of this Charter and by July 1 of each year thereafter. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of Promise Academy to defend, indemnify, and hold harmless the San Jose Unified School District and the San Jose Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of Promise Academy to defend, indemnify, and hold harmless the San Jose Unified School District and the San Jose Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter
shall not be reduced by or apply to defense costs or attorney’s fees incurred to defend against covered claims.
Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the San Jose Unified School District.

Promise Academy shall promptly respond to all inquiries from the San Jose Unified School District regarding any claims against Promise Academy and/or any obligation of Promise Academy under the foregoing provisions of this Charter.

**Drug Free/Alcohol Free/Smoke Free Environment**
Promise Academy will function as a drug free, alcohol free, smoke free environment.

**Vision/Hearing/Scoliosis Screening**
Promise Academy will conduct vision, hearing, and scoliosis screening in accordance with California state requirements.
ELEMENT G: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

**Community Outreach Plan**

Promise Academy will strive to meet the demographics of SJUSD. Toward that end, Promise Academy will engage in a yearly self-evaluation process to ensure that the school is closely mirroring the demographics of the district so that adjustments can be made accordingly. We will develop a clear student recruitment plan to ensure that the school is made available to all students across the SJUSD.

Promise Academy will use a variety of free and volunteer strategies to communicate with local and hard-to-reach families, organizations, and community leaders to attempt to reach the racial and ethnic balance reflective of the SJUSD school district or surrounding community about our school using:

- **Fliers**
  
  We will create fliers in English and Spanish, given the demographics in surrounding community, outlining our mission and vision for the school and the community and providing invitations to community meetings.

- **Electronic Media**
  
  We will utilize a website and social media to provide information about the school's instructional model, student registration, upcoming meetings, Board members, potential job openings, and will include contact information. All information on the website will be provided in Spanish as well.

- **Community Meetings**
  
  Promise Academy will hold community meetings open to the general public, to inform and equip families to make a decision about enrolling their children in Promise Academy. At each meeting, and Promise Academy representative will collect interested family information including name, address, telephone number and email address for future communications about student matriculation and other activities Promise Academy will comply with all laws related to non-discrimination, tuition, and admissions criteria. Promise Academy is committed to admitting all pupils who wish to attend, regardless of prior academic experiences. Promise Academy will not discriminate in its admissions policies or in any other practices on the basis of race, national origin, ethnicity, gender, sexual orientation, religious affiliation, disability, or by any other classification prohibited by law. The school shall not charge any tuition. Admission to the school shall be non-discriminatory and open to any resident of the State of California.
Racial & Ethnic Balance Reflective of the District

Promise Academy will extend its outreach efforts to ensure that it maintains a racial and ethnic balance reflective of the district or of the community in which it is located. We will make it our goal to seek out a larger diversity of students for our school reflective of the sponsoring school district.

Federal Compliance/Court Ordered Integration

To the extent that Promise Academy is a recipient of federal funds, including federal Title I, Part A funds, Promise Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the ESSA and other applicable federal grant programs. Promise Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the ESSA and other applicable federal programs, including, but not limited to, documentation related to required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of ESSA include, but are not the limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, parents of participating children, a school- parent compact.
- Hold an annual Title I meeting for parents of participating Title I students.
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.

Promise Academy also understands that as part of its oversight of the school, Promise Academy Office may conduct program review of federal and state compliance issues.

See sample documents related to community outreach in Appendix B of the charter petition.
ELEMENT H: ADMISSION REQUIREMENT

_Governing Law:_ Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Board of Directors, with the advice of the leadership of Promise Academy, shall determine all policies, processes, and procedures governing application, admission, and enrollment at Promise Academy. All students attending Promise Academy must follow the application, admission, and enrollment policies of Promise Academy.

The application packet for admission to Promise Academy shall include information that allows students and parents to be informed about Promise Academy's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of Promise Academy. Promise Academy will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

Drafts of Promise Academy enrollment packet forms are included in Appendix G.

LEGAL ASSURANCES AND ADMISSION CRITERIA

As a non-sectarian, tuition-free public school, Promise Academy will admit all grade-level eligible pupils who wish to attend up to the school's capacity, within the minimum and maximum age requirements specified in applicable law in accordance with Education Code Section 47605(d)(2)(A). Promise Academy will be a school of choice, and in compliance with Education Code Section 47605(f), no student will be required to attend Promise Academy. Promise Academy shall be open to all students at the appropriate grade levels who wish to attend. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. If the number of students who wish to attend Promise Academy exceeds Promise Academy's capacity, admission to Promise Academy shall be determined by public random drawing in accordance with the admission preferences specified below.

Open application deadlines, which will normally be in the winter for admission the following July-August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. Promise Academy shall not charge an application fee nor shall it charge tuition. Promise Academy will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of Promise Academy’s required educational activities.

Promise Academy shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student 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 or association with an individual who has any of the aforementioned characteristics).

PUBLIC RANDOM DRAWING AND ADMISSION PREFERENCES

Applications will be accepted during a publicly advertised open application 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. If the number of students who wish to attend Promise Academy exceeds Promise Academy's capacity, attendance, except for existing students shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(d)(2), Promise Academy shall offer admission preferences to the following students in the following order:

1. Existing students of the charter school
2. Students residing in the district except as provided for in Ed. Code section 47614.5
3. Children of current Promise Academy teachers and staff and founders of Promise Academy (Founders have been identified and described in the Section I. Founding Group), not to exceed 10% of enrollment
4. Siblings of currently enrolled students or graduates of Promise Academy residing within the boundaries of the District
5. Siblings of currently enrolled students or graduates of Promise Academy residing outside the boundaries of the District
6. Students who currently attend the lowest performing elementary schools in the district at the time of the submission of this petition
7. All other students who wish to attend Promise Academy

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 wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds or in a public space large enough to accommodate all who are interested. Promise Academy will ensure that the lottery process will be:

- Public, transparent, and fair
- Held in a public space large enough to accommodate all interested
- Facilitated by an uninterested party charged with conducting the process
Our extensive outreach and recruiting efforts will ensure that the applicants and those in the lottery will reflect the demographics of the District, including underserved populations. (Please see outreach and recruiting plan above in Element G.)

ENROLLMENT PROCEDURES

Upon admission to Promise Academy, parents/guardians will be asked to complete the following forms and provide the following information:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate or other formal documentation for the verification of age eligibility for enrollment
- Authorization for the school to request and receive from documents from the schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

Upon enrollment, parents/guardians and students, as appropriate, will be asked to perform the following tasks or sign the following documents:

- Attend an optional family and student orientation prior to the start of school
- Sign a Commitment to Excellence
- Complete and sign a federal school nutrition application

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students’ reading, writing and math skills.

NON-DISCRIMINATION

Promise Academy shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Promise Academy may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Promise Academy shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions
or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Homeless and Foster Youth**

Promise Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Promise Academy shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Promise Academy is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Promise Academy shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**Family Educational Rights and Privacy Act (FERPA)**

Promise Academy, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.
ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDIT

**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)(I).

An annual independent financial audit of the books and records of Promise Academy will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of Promise Academy 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 Controller’s K-12 Audit Guide. 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. Promise Academy will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA, an educational institution audit experience, and will be approved by the State Controller on its published list as an educational audit provider. The auditor will verify the accuracy of Promise Academy’s financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

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 Promise Academy is public record to be provided to the public upon request.

The cost of the audit will be a fixed cost in the annual budget to ensure Promise Academy is able to comply with this requirement.

**Audit Exceptions & Deficiencies to be Resolved**

At the conclusion of the audit, the Head of School, the Head of School and the financial services provider along with the Finance Committee (of the Board), if any, will review any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor’s findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December each year.
Reports to District

Promise Academy will submit the following reports to the District and or the county pursuant to Education Code 47604.33:

- Provisional Budget
- Final Budget
- First Interim Projections
- Second Interim Projections
- Unaudited Actuals
- Classification Report
- Statistical Report

In addition, Promise Academy will submit the following reports to the District as they are completed:

- P1
- P2
- A yearly attendance report.
- First 20 days of instructional actual enrollment by grade level by October (first year only)

Oversight

The District may charge for the actual costs of supervisorial oversight of Promise Academy not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisorial oversight of Promise Academy not to exceed 3% if Promise Academy is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time.
ELEMENT J: SUSPENSION AND EXPULSION PROCEDURES

_Governing Law:_ The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

Promise Academy is committed to creating a safe, supportive and inclusive school environment using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Promise Academy draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, Promise Academy will follow a comprehensive set of suspension and expulsion policies which are listed below and will ensure that the due process rights of students are met. The policies will be printed and distributed as part of the school’s Student/Parent Handbook and will clearly describe Promise Academy’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

SUSPENSION AND EXPULSION PROCEDURES

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment. 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 Promise Academy (“Charter School”). In creating this policy, Promise Academy has reviewed Education Code Section 48900 _et seq._ which describes the non-charter 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._ Promise Academy 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. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to Promise Academy and serves the best interests of Promise Academy’s pupils and their parents/guardians. This policy shall serve as Promise Academy’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.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

Promise Academy 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 Procedures are available on request at the Head of School’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.

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

A student identified as an individual with disabilities or for whom Promise Academy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“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 general education students except when federal and state law mandates additional or different procedures. Promise Academy 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 Promise Academy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

**Grounds for Suspension and Expulsion of Students**

The following grounds for suspension and expulsion has been established in order to promote learning and protect the safety and well-being of all students at Promise Academy. When a student commits an act that constitutes grounds for suspension or expulsion, that student may be suspended or expelled from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.
These grounds and accompanying policies and procedures will be distributed as part of the Parent-Student Handbook and will clearly describe discipline expectations, including a student’s right to a hearing and other procedural safeguards. Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

**Suspension Offenses**

**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 of 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 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 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.

G. Stole or attempted to steal school property or private property.

H. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to 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 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.

L. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.

M. Knowingly received stolen school property or private property.

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

P. 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.

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

R. Engaged in, or attempted to engage in hazing. For 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.

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

T. 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.

U. Caused, attempted to cause, threaten 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.

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

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

a. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Promise Academy.

b. “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image
   ii. A post on a social network Internet Web site including, but not limited to:

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

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

iii. 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.

1. profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

X. 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).

Y. 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 Head of School or designee concurrence.

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 students had obtained written permission to possess the item from a certificated school employee, with the Head of School or designee concurrence.

Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Head of School or the Head of School’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Head of School. The conference must take place within two (2) school days of the suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference may be omitted if the Head of School or designee determines that an emergency exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.
At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. **Notice to Parents/Guardians:** At the time of suspension, the Head of School or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to 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 Head of School or Head of School’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 Promise Academy 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 Head of School or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

**Student Work/Homework During Out-Of-School Suspension**

Whenever possible, Promise Academy tries to avoid assigning out-of-school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum or instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school suspension is more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, Promise Academy compiles a series of assignments (consistent with the daily hour requirements of
independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

**Expellable Offenses**

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<th>Must Recommend Expulsion (Mandatory)</th>
<th>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</th>
<th>May Recommend Expulsion (Discretionary)</th>
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| Act must be committed at school or school activity.  
  1. Firearm  
    a. Possessing a firearm when a school employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the Head of School or designee.  
    b. Selling or otherwise furnishing a firearm.  
    2. Brandishing a knife at | Act must be committed at school or school activity.  
  An administrator shall recommend expulsion for the following violations unless the administrator finds that expulsion is inappropriate due to a particular circumstance.  
  1. Causing serious physical injury to another person, except in self-defense.  
  2. Possession of any knife, | Acts committed at school or school activity or on the way to and from school or school activity.  
  a. Inflicted physical injury†  
  b. Possessed dangerous objects  
  c. Possessed drugs or alcohol  
  d. Sold look alike substance representing drugs or alcohol  
  e. Committed robbery/extortion  
  f. Caused damage to property‡  
  g. Committed theft  
  h. Used tobacco  
  i. Committed obscenity/profanity/vulgarity  
  j. Possessed or sold drug paraphernalia  
  k. Disrupted or defied school staff  
  l. Received stolen property  
  m. Possessed imitation firearm  
  n. Committed sexual harassment |
another person.

3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et seq.

4. Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC 48900 or committing sexual battery as defined in subdivision (n) of 48900.

5. Possession of an explosive, or other dangerous object of no reasonable use to the pupil.

3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.

4. Robbery or extortion.

5. Assault or battery, or threat of, on a school employee.

The recommendation for:

o. Harassed, threatened or intimidated a student witness

p. Sold prescription drugs

q. Committed hazing

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

† A pupil who aids or abets in infliction of physical injury to another, as defined in Cal. Penal Code §31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.

‡ School property includes, but is not limited to, electronic files and databases.
expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Authority to Expel

A student may be expelled either by Promise Academy Board of Directors (or “Board”) following a hearing before it, or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Head of School 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 Promise Academy’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 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

**Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Promise Academy must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

Notification of SELPA (or District, if Promise Academy is a School of the District for purposes of special education).
The School shall immediately notify the SELPA (or District, if applicable) and coordinate the procedures in this policy with the SELPA (or District) the discipline of any student with a disability or student who the School or SELPA (or District) would be deemed to have knowledge that the student had a disability.

**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, and to progress toward meeting the goals set out in the child's IEP or 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.

**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, Promise Academy, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504, 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.

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

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

If Promise Academy, the parent, 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 Promise Academy 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.

c. Return the child to the placement from which the child was removed, unless the parent and Promise Academy agree to a change of placement as part of the modification of the behavioral intervention plan.
If Promise Academy, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then Promise Academy may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

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

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

Special Circumstances

Promise Academy 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 Head of School or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 USC 930, to or at school, on school premises, or to or at a school function.

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function.

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

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

Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated Promise Academy’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Promise Academy had knowledge that the student was disabled before the behavior occurred. A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

1. The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
2. The parent/guardian has requested a special education evaluation of the child.
3. The student is in the process of being assessed for special education.
4. The student has a section 504 plan.
5. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

If Promise Academy knew or should have known the student had a disability under any of the three (5) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

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

Promise Academy shall not be deemed to have knowledge of 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.

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

Presentation of Evidence
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel
to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

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

Written Notice to Expel

The Head of School or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

a. Notice of the specific offense committed by the student; and

b. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with Promise Academy.

The Head of School or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

a. The student’s name; and

b. The specific expellable offense committed by the student.

Disciplinary Records

Promise Academy shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Authorizer upon request.
No Right to Appeal

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

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. Promise Academy 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.

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Head of School 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 Head of School or designee shall make a recommendation to the Board 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 Promise Academy's capacity at the time the student seeks readmission.
ELEMENT K: COMPENSATION AND BENEFITS PROGRAMS

_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 the federal social security. Education Code Section 47605(b)(5)(K).
Promise Academy shall provide total compensation to employees that is competitive with other private and public schools in the San Jose area for comparably qualified and experienced employees to ensure the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends shall be identified within the individual work agreements. The Head of School, in consultation with the Board of Directors, will develop a salary band for the school. Administrative and staff salaries will be set at the discretion of the Head of School based on the candidate’s experience and responsibilities. The salary of the Head of School will be set by the Board of Directors, to generally follow the same methods as for all other staff.

_Benefits_

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security shall be provided by Promise Academy, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

_Retirement_

Promise Academy plans to provide all employees with a 403(b) retirement plan or similar to all employees, along with an employer match. All employees shall also participate in federal social security. Promise Academy reserves the right to offer other retirement plans to employees, including but not limited to STRS and CalPERS, pursuant to policies that may be adopted by the Board of Directors. Promise Academy will make all contributions that are legally required of the employer. Retirement reporting will be contracted out to a qualified service provider, however, the Head of School will be responsible for ensuring that such retirement coverage is arranged for all employees.
ELEMENT L: 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 Promise Academy. Students who opt not to attend Promise Academy may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Promise Academy shall be informed on admissions forms that students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Promise Academy, except to the extent that such a right is extended by the local education agency.
ELEMENT M: 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 Promise Academy. All employees of Promise Academy shall be considered the exclusive employees of Promise Academy and not any school district or the SJUSD unless otherwise mutually agreed in writing. Employees of the District who choose to leave the employment of the District to work at Promise Academy and who later wish to return to the District will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. Promise Academy shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the SJUSD or any school district shall not be transferred to Promise Academy. Employment by Promise Academy provides no rights of employment at any other entity, including any rights in the case of closure of Promise Academy.
ELEMENT N: DISPUTE RESOLUTION PROCEDURES

**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).

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of Promise Academy or the District’s oversight obligations, or a dispute otherwise arises between the District and Promise Academy, the following procedures shall be followed to resolve the dispute. During the pendency of any dispute, neither party will make public comments regarding the dispute.

1. Should District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.

2. If the violation or issue in question does not constitute a severe and imminent threat to the health or safety of pupils, District will provide written notification of the violation or issue. The date that this notice is sent shall be the "Notice Date." This notice will constitute the notice required under the provisions of Education Code 47607(d) and 5 CCR 11968.5.2 prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and under no circumstances will the meeting be held more than ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent’s designee, and the Promise Academy representative will be the Head of School or the Director's designee. If the dispute is not resolved at this meeting, the parties will proceed to step 3.

3. The District shall send written notification to Promise Academy summarizing the result of the meeting held pursuant to Step 2 and setting forth the violation or issue and demanding that it be cured. District shall provide Promise Academy a reasonable amount of time, not to exceed thirty (30) calendar days, or such longer period as is agreed to in writing between both parties, after the date such written notice is sent to cure the violation or issue. All periods of time from the Notice Date through the completion of this formal time given for cure (as well as any time during which any informal attempts at resolution are undertaken by the parties), shall constitute the reasonable cure period required by Education Code section 47607 prior to revocation of a charter. If the violation or issue is not cured within this time period, the parties will proceed to Step 4.

4. District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 and 5 CCR 11698.5.2 or other applicable law.
5. The parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

6. In the event of a dispute raised by Promise Academy against District over the terms of the Charter, Promise Academy shall put the dispute in writing to the Superintendent or designee, and the District Superintendent or designee shall meet with the Campus Dean/Director or Campus Dean/Director’s designee to seek resolution within two weeks of receiving the written complaint. After this meeting if resolution is not reached, both parties are free to pursue any other legal remedy available. However, mediation may be commenced with the agreement of both District and Promise Academy, with the costs of the mediator to be split by both parties.

Should any section of this dispute resolution procedure come into conflict with District policies or procedures after the petition is approved, Promise Academy is amenable to accommodating such changes through a mutually agreed upon Memorandum of Understanding.

The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To Charter School: Promise Academy
Chief Executive Office
ADDRESS
CITY, CA ZIP

To SJUSD: San Jose Unified School District
855 Lenzen Avenue
San Jose, CA 95126

Internal Disputes
Promise Academy shall have an internal dispute resolution process to be used for all internal disputes related to Promise Academy’s operations. Parents, students, Board members, volunteers, and staff at Promise Academy will be provided with a copy of Promise Academy’s policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to Promise Academy.
ELEMENT O: SCHOOL CLOSURE PROTOCOL

_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 Promise Academy 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. Promise Academy will promptly notify parents and students of Promise Academy, the District, the Santa Clara County Office of Education, Promise Academy’s SELPA, the retirement systems in which Promise Academy’s employees participate (e.g., Public Employees’ Retirement System, 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.

Promise Academy will ensure that the notification to the parents and students of Promise Academy 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 Promise Academy.

Promise Academy 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, Promise Academy 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. Promise Academy will ask the District to store original records of Promise Academy students. All student records of Promise Academy shall be transferred to the District upon Promise Academy’s closure. If the District will not or cannot store the records, Promise Academy shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities, except for records and/or assessment results that the charter may require to be transferred to a different entity, in accordance with applicable law.
Promise Academy will also have an independent audit completed within six months after closure of the school. This audit may serve as the annual audit of the school. Promise Academy will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Promise Academy 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 Promise Academy.

Promise Academy will complete and file any annual reports required pursuant to Education Code section 47604.33. This includes: preliminary budgets; interim financial reports; second interim financial reports; and, final unaudited reports
On closure of Promise Academy, all assets of Promise Academy, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Promise Academy, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the nonprofit 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 Promise Academy’s 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, Promise Academy shall remain solely responsible for all liabilities arising from the operation of Promise Academy.

As Promise Academy, will be operated by a nonprofit public benefit corporation under California law, should Promise Academy dissolve along with Promise Academy, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget Narrative in Appendix G, Promise Academy will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS CHARTER PROVISIONS

POTENTIAL CIVIL LIABILITY EFFECTS

_Governing Law:_ Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

Promise Academy shall be operated by a California nonprofit public benefit corporation, Promise Public Schools. 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 the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of Promise Academy, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Promise Academy as long as the District has complied with all oversight responsibilities required by law. Promise Academy 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 Promise Academy.

Further, Promise Academy and the District shall enter into a memorandum of understanding, wherein Promise Academy shall indemnify District for the actions of Promise Academy under this charter.

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

As stated above, insurance amounts will be determined by recommendation of the District and Promise Academy’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 that Promise Academy maintains for the operation of Promise Academy.

The Board of Promise Academy will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter Term, Renewal, Revocation

The term of this charter shall be for five years beginning July 1, 2018, and expiring on June 30, 2023. Promise Academy will comply with all processes and timelines set forth by the District and state law for charter renewal. Renewal of this charter petition shall be considered in accordance with Education Code Section 47607 and its implementing regulations.
The District may revoke the charter of Promise Academy in accordance with Education Code Section 47607 and its implementing regulations.

**Severability**

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the charter.

**Indemnification**

To the fullest extent permitted by the law, Promise Academy does hereby agree, at its own expense, to indemnify, defend, and hold harmless the district and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to, this charter agreement, except for any such claims, damages, losses, and expenses, including but not limited to attorney’s fees, that result from the actions or omission of actions of the district. Promise Academy further agrees to the fullest extent permitted by law at its own expense to indemnify, defend, and hold harmless the district and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims damages, losses, and expenses arising from or relating to acts or omissions of acts committed by Promise Academy and its officers, directors, employees, or volunteers, except for any such claims, damages, losses, and expenses, including but not limited to attorney’s fees, that result from the actions or omission of actions of the district. Moreover, Promise Academy agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between Promise Academy and its vendors, contractors, partners, or sponsors.

**Insurance**

Promise Academy will acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of Promise Academy. Currently, numerous California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is Promise Academy’ intention to secure coverage with this provider, unless a more prudent option is discovered. The District Board of Education shall be named as an additional insured on all policies of Promise Academy. Prior to opening, Promise Academy will provide evidence of the above insurance coverage to the District.
Promise Academy shall furnish to the District all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

Budgets and Financial Reporting

**Budgets**

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

**Fiscal Autonomy**

Promise Academy will be a fiscally independent, directly funded charter school.

Promise Academy will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of Promise Academy is entrepreneurial and community-based.

Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “do more with less” and “in the best interest of the students” test.

**Budget Development**

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with Promise Academy’s goals as identified by the Board. A year-end estimate of actuals and interim reports will be submitted as well.

The Head of School shall submit an annual budget to the Board of Directors during the spring of each year.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, Promise Academy will adhere to the schedule created by the authorizer.
The Head of School and financial services provider will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The Head of School and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. These policies shall ensure that the internal control mechanisms address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement. Financial records will be regularly maintained and a financial report prepared for every meeting of the Board of Directors.

**Financial Reporting**

Promise Academy 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. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) 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 Promise Academy’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 Promise Academy’s receipts and expenditures for the preceding fiscal year.

Promise Academy 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, Promise Academy shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.
Attendance Accounting

Promise Academy will utilize attendance accounting procedures that satisfy requirements for SJUSD, SCCOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures as required by the District.

See Appendix G of this petition for copies of the following documents:
- Budget narrative
- 8-Year Budget
- Cash Flows Year 1-3

Facilities

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

Promise Academy will operate within the boundaries of San Jose Unified School District. Promise Academy wishes to be located close to the downtown portion of the District. This location is ideal for the student population the school seeks to serve. In the first year of operation, Promise Academy will have the following facility needs:
- a facility with approximately 20,000 square feet
- Promise Academy anticipates the first year will have a need for approximately 8-10 classrooms that can accommodate 35 students and 2 teachers
- one multiple purpose room
- 7-9 bathrooms
- private office space for special education
- an enclosed space for special education testing
- office space for teachers
- a conference room to seat approximately 20-25 adults
- office space for 3-5 administrators and/or office staff
- a lobby for parents and students to wait
- collaborative space for approximately 10-12 staff members
- an outdoor playground area
- a space to serve hot lunch
- a space for family members to use computers
- server room with proper air conditioning

Additional needs
- a space for a photocopier and extra supply storage
- a space for locked cum file storage
- teacher mailboxes
- a reception desk with phone
- a common space that has book shelves for a library
- a space for laptop storage or desktop computer use
- space for family members to use computers
If Promise Academy does not secure a private facility, Promise Academy reserves the right to request a Proposition 39 facility from the District.

The site will secure a Certificate of Occupancy at least 45 days prior to the opening of the school or as otherwise agreed upon by Promise Academy and the District. If SJUSD facilities are used during the term of this charter, Promise Academy shall abide by all SJUSD policies relating to Maintenance and Operations Services.

**Auxiliary Services**

Dependent on facility lease requirements, Promise Academy will outsource maintenance/custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The school will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

**Transportation**

Except as may be required by an individualized education program (IEP) under the IDEA, or as otherwise required by law, Promise Academy will not be responsible for the transportation of pupils to and from school.

**Food Services**

We will contract with a provider for our students eligible for Federal Free and Reduced Lunch. The school will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

**ADMINISTRATIVE SERVICES**

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

The Head of School will assume the lead responsibility for financial matters at the school under the policies adopted and oversight provided by the school's Board of Directors. We anticipate contracting with EdTec for back office support. EdTec provides sound assistance and guidance in a variety of areas critical to school management for over 100 charter schools in California.

The Head of School will work with EdTec for back office support provider/financial services provider to manage the school's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. Promise Academy and its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

At any time Promise Academy may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these
services will be the subject of a memorandum of understanding between Promise Academy and the District and subject to District availability and willingness to provide such services.

CONCLUSION

The California Charter Schools Act of 1992 was created to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

A. Improve pupil learning.
B. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
C. Encourage the use of different and innovative teaching methods.
D. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
E. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
F. Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
G. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

By authorizing this charter, the San Jose Unified School District will be fulfilling the intent of The Charter School Act of 1992 and following the directive of law that encourages the creation of charter schools.

By approving this charter, the San Jose Unified School District will be fulfilling the intent of The Charter School Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools.

The Petitioners are eager to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2018 through June 30, 2023.