Sacramento County Board of Education Regular Meeting

Tuesday / May 18, 2021 / 6:30 P.M.

PLEASE NOTE:

Zoom Meeting https://scoe.zoom.us/j/94507538412

Primary Number: 669.900.6833

Secondary Number: 346.248.7799

Meeting ID: 945 0753 8412

10474 Mather Boulevard P.O. Box 269003 Sacramento, CA 95826-9003 916.228.2410

SACRAMENTO COUNTY BOARD OF EDUCATION MEETING AGENDA

10474 Mather Boulevard P.O. Box 269003 Sacramento, California 95826-9003

TO: Members, County Board of Education

FROM: David W. Gordon, Secretary to the Board

SUBJECT: Agenda – Regular Meeting – Tuesday, May 18, 2021 Regular Session: 6:30 p.m.

Notice of the Means by Which Members of the Public May Observe the Meeting and Offer Public Comment, Pursuant to Executive Orders N-29-20 and N-33-20, and Government Code section 54953

The Sacramento County Board of Education will conduct this meeting via Zoom video and/or teleconference, and one or more Board members may participate from remote locations via video, telephone, or other electronic means.

This meeting will be accessible to members of the public via Zoom video and/or teleconference. To view the Board Meeting by computer, tablet, or smart phone, go to: https://scoe.zoom.us/j/94507538412

To listen by phone: Primary Number: 669-900-6833 Secondary Number: 346-248-7799 Enter the Meeting ID: 945 0753 8412

Members of the public may submit public comment through a Google form at: <u>https://bit.ly/scoe-board-5-18-21</u>. Public comment will be accepted until 6:00 p.m. on Tuesday, May 18, 2021, and will be read during the teleconferenced Board meeting at appropriate times.

Accommodating Individuals with Special Needs

The Sacramento County Office of Education encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, contact the Superintendent's Office at (916) 228-2410 at least 48 hours before the scheduled Board meeting so that we may make every reasonable effort to accommodate you. [*Government Code* § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]

AGENDA

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of April 20, 2021

Mission Statement

The mission of the Sacramento County Office of Education (SCOE) is to:

- ensure that our students are prepared for success in college, career, and community;
- provide educational leadership to the diverse groups we serve;
- work creatively and collaboratively with partners; and
- give educators and support staff the training and tools they need for success.

Regular Meeting Agenda – May 18, 2021 – Page 2

- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations

NOTE: Anyone may address the Board on any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item not on this agenda except as authorized by Government Code section 54954.2. Anyone may provide public comment to the Board in support of or in opposition to any item being presented to the Board for consideration.

- VII. Superintendent's Report
- VIII. New Business
 - A. Adoption of Consent Agenda David W. Gordon
 - 1. Accept Report on Personnel Transactions Coleen Johnson
 - 2. Award Diplomas to Court and Community School Students Dr. Matt Perry
 - B. Fortune School of Education Sacramento Countywide Charter Renewal Petition – Teresa Stinson
 - C. Approval of Contracts Nicolas Schweizer
 - D. No Grant Applications/Service Contracts David W. Gordon
 - E. First Reading of Board Policy 3200 Grants Policy Committee
 - F. First Reading of Revisions to Board Bylaw 8009 (Renumbered 9000) Purpose and Role of the Board – Policy Committee
 - G. Second Reading of Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001 Policy Committee
 - H. Informational Item: Elimination of Administrative Rules and Regulations 6000
 Coordination of Educational Programs of the County School Services Fund
 David W. Gordon
 - I. Expanded Learning Opportunities Grant Plan Dr. Matt Perry/Michael Kast
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. May/June Events
 - B. May/June Site Visits
- XI. Schedule for Future Board Meetings
 - A. June 8, 2021

Regular Meeting Agenda – May 18, 2021 – Page 3

- B. June 22, 2021
- XII. Adjournment

Board Agenda Packet

The full Board agenda packet, including supporting materials and items distributed less than 72 hours prior to the scheduled meeting, is available on the Sacramento County Office of Education website (<u>www.scoe.net/board</u>). For more information, please call (916) 228-2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

Minutes of the Regular Meeting of April 20, 2021

VIA ZOOM/TELECONFERENCE CALL

<u>Agenda</u>

- I. Call to Order and Roll Call
- II. Pledge of Allegiance
- III. Approval of the Minutes of the Regular Board Meeting of March 2, 2021 Approval of the Minutes of the Regular Board Meeting of March 16, 2021
- IV. Adoption of Agenda
- V. Official Correspondence
- VI. Visitor Presentations
 - A. General Public
 - B. Employee Organizations
- VII. Superintendent's Report
 - A. Recognition of the May 2021 Employees of the Month

VIII. New Business

- A. Adoption of Consent Agenda
 - 1. Accept Report on Personnel Transactions
 - 2. Award Diplomas to Court and Community School Students
 - 3. Declaration of Equipment Listed as Surplus Property and Authorization to Dispose of Equipment Pursuant to Education Code (Technology)
 - 4. Accept Donation to Leo A. Palmiter Jr./Sr. High School Culinary Arts Program
 - 5. Approval of School Plans for Student Achievement Juvenile Court and Community Schools
- B. Approval of Contracts
- C. Authorization to Submit Grant Applications/Service Contracts and Accept Funding if Awarded; and Approval of Contracts, Positions, and Other Expenditures Associated with the Grants as Outlined in the Proposed Budget:
 - 1. \$750,000 Education for Homeless Children and Youth (EHCY) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
 - 2. \$166,539 Sacramento Health HeART and Mind Collaborative grant from the City of Sacramento for the 2020-2021 fiscal year
 - 3. \$360,000 California Environmental Literacy grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
 - \$1,233,329 K-12 Strong Workforce Program Greater Sacramento Region Workforce Collaborative grant from the California Community College Chancellor's Office (CCCCO) K-12 Strong Workforce Program for the 2020-2021, 2021-2022, and 2022-2023 fiscal years
 - 5. \$192,102 Transition Partnership Program grant from the Department of Rehabilitation for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
 - 6. \$540,541 Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement County Office of Education grant from the California

Department of Education/ESSA Funds for the 2021-2022 and 2022-2023 fiscal years

- D. Adoption of Resolution No. 21-02 Authorization for the Temporary Interfund Transfer of Funds
- E. First Reading of Proposed Elimination of Board Policies 5145 and 6000 and Board Bylaw 8001
- F. Board Report Court and Community Schools: 2019-2020 End of Year Report and 2020-2021 Mid-Year Update
- IX. Board Reports, Comments, and Ideas
 - A. Board Members
 - B. Board President
 - C. Committees
- X. Items for Distribution
 - A. April/May Events
 - B. April/May Site Visits
- XI. Schedule for Future Board Meetings
 - A. May 4, 2021

B. May 18, 2021

XII. Adjournment

I. Acting President Talamantes called the meeting to order at 6:32 p.m. via teleconference call in Sacramento, California. Board members present were Alfred Brown, Heather Davis, Harold Fong, Paul Keefer, Bina Lefkovitz, and Karina Talamantes. Also present were David W. Gordon, Superintendent and Secretary to the Board; Nancy Herota, Deputy Superintendent; Jerry Jones, Executive Director of Technology; other staff; and Wende Watson, Executive Assistant. President Ahola was absent.

Other staff present via teleconference were Teresa Stinson, General Counsel; Nicolas Schweizer, Associate Superintendent; Brent Malicote and Matt Perry, Assistant Superintendents; Coleen Johnson, Chief Administrator; Michael Kast, Executive Director; Kristin Wright, Executive Director; Channa Cook-Harvey, Executive Director; Rachel Perry, Executive Director; and Tim Herrera, Director.

II. Mr. Brown led the Pledge of Allegiance.

III. On a motion by Mr. Brown and seconded by Mr. Keefer, the minutes of the Regular Board Meeting of March 2, 2021 were approved. Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent On a motion by Ms. Davis and seconded by Mr. Fong, the minutes of the Regular Board Meeting of March 16, 2021 were approved. Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

IV. Ms. Lefkovitz moved to adopt the agenda. Mr. Brown seconded the motion, which carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

V. There was no official correspondence.

VI.A. Tim Herrera read Public Comments from the following individuals regarding their request that we notify parents about safe storage for firearms to protect students.:

Rodger Stein, Moms Demand Action for Gun Sense in America Cynthia Shallit, Moms Demand Action for Gun Sense in America Carol Rodgers, Moms Demand Action for Gun Sense in America Suzanne Lander, Moms Demand Action for Gun Sense in America

VI.B. There were no requests for presentations from Employee Organizations.

VII.A. Kim Norris, Special Education Technician/RSP, was recognized and honored as the classified employees of the month for May.

Mike Anckner, Construction Instructor/Career Technical Education, was recognized and honored as the certificated employee of the month for May.

Superintendent Gordon reported on the following:

LOCAL DISTRICT UPDATES

• Arcohe: 90% returned in-person, 5 days/week with early dismissal on Fridays.

- **Center**: 75% returned in-person, hybrid AM/PM model 5 days/week for elementary. MS/HS returned 50% in-person. HS is AB model every other day. Considering returning high school to 5 days/week.
- **Elk Grove**: 40% returned in-person, 4 days/week.
- Elverta: 95% returned in-person, AM/PM hybrid model.
- Folsom Cordova: 4 days/week for elementary with 55% in-person. HS/MS merged AB together for 4 days/week 65% returned in-person.
- Galt Elementary: 84% returned in-person, 4 days/week AM/PM Tk-8.
- Galt High: 60% returned in-person, 4 days/week.
- **Natomas**: *Reported 4/13 5* days/week with 50% attending in-person.
- **River Delta**: Hybrid 2 days/week. 94.5% in-person. Transportation is an issue.
- **Robla**: *Reported* 4/13 Returned in hybrid model 4/12. Considering the possibility of merging cohorts, A and B.
- **Sacramento City**: Settled bargaining agreement last night. Secondary students returning this week.
- **San Juan**: *Reported 4/13* Will be combining A/B for 4 days/week. Return to inperson varies from school to school.
- Twin Rivers: Reported 4/13 In conversation about returning to 4 days/week.

SCOE TECHNOLOGY SUPPORT TO DISTRICTS

 Before schools opened, CNTS performed an emergency network upgrade that doubled the capacity for our districts, increasing their Internet connectivity from 10 Gigabits to 20 Gigabits in most cases and from 10 Gigabits to 40 Gigabits for the Elk Grove USD. This upgrade ensured there were no issues with Zoom or online learning in the schools. The districts were extremely appreciative that SCOE was able to perform this upgrade so quickly before students returned to school. CNTS is working on additional network upgrades that will provide up to 100 Gigabits of connectivity to our districts, ensuring they have adequate broadband connectivity for the foreseeable future.

SACRAMENTO COUNTY VACCINATION EFFORTS

- I am pleased to announce we are scheduling more COVID-19 vaccination clinics at the SCOE Conference Center where we are averaging between 200 and 300 vaccinations per day.
- Effective April 15th, all Californians 16 years of age and older became eligible to receive vaccinations. So, we are partnering with the districts, charter schools, childcare providers, and the City of Rancho Cordova to reach out to youth.
- Our clinics are open to the community and scheduled as follows:
 - Thursday, April 22 and Friday, April 23 from 10:00 a.m. 4:00 p.m.
 - Thursday, April 29 and Friday, April 30 from 10:00 a.m. 4:00 p.m.
- We are looking to schedule more clinics on Saturdays as well as working with Safeway to see if there is a way students can be vaccinated without a parent or guardian present provided, they have written consent.
- We could not do this without our partners at Safeway, and we especially could not do this without the support of all the SCOE employees who have volunteered

their time to make sure the clinics run smoothly. If you are interested in volunteering at the clinic, please contact Shannon Hansen.

COMMUNITY SCHOOLS BASE PROGRAM

 More students are returning to school daily. Faculty are focused on student wellness, engagement, and family outreach. Students are responding well to personal help and being on campus. We will offer two sessions of summer school. Students, Families, Staff, and Partners have provided input for the Expanded Learning Grant Program Plan. All 16+ students have received vaccination invitations. We are adding NCCT to summer school with additional trades topics.

SENIOR EXTENSION

• Enrollment continues to grow. We will offer two sessions of summer school. Because of the growth of the program, we are working on expanding space for Senior Extension at the Hickey campus. We have a "virtual" graduation scheduled for May 26 at 12:00 noon. We will provide the link. All 16+ students have received vaccination invitations.

EL CENTRO

 Enrollment is steady at approximately 80 students per day. All students are attending daily in-person. Our construction and culinary programs are now fully operational. In fact, both NCCT and Culinary will expand to a 245-day program. We are adding a 21st Century Skills and Career Center to the Library to serve all students with a special emphasis on long-term students.

SPECIAL EDUCATION UPDATE

- Our Infant Program continues to offer high quality distance learning for their families. All assessments and IEP are also being conducted virtually.
- On Monday, April 19, we officially brought back our first preschoolers for inperson instructions at our Hillsdale Head Start location. All SCOE preschool students will have a chance to comeback to in-person learning no later than Monday, May 3.
- All of our Kindergarten Young Adult programs are now offering an in-person option. Distance Learning is also an option. All of these programs are offering live Zoom sessions during their in-person days so they can have concurrent whole class instruction.
- Staff at all locations have had nothing but positive comments about working with students again in-person.
- We are now finalizing plans for Extended school years

GUN SAFETY

 In response to letters that we have received from the organization Moms Demand Action for Gun Sense in America, I wanted to let the Board know we have been in communication with the group's representatives. We are currently drafting a communication on gun safety and firearm storage that we will be sending to all our families.

SUMMER INNOVATION EDUCATION CENTERS

- To enhance learning for students preparing for the next school year, we are partnering with local districts to provide enrichment opportunities to re-engage youth with the excitement of learning.
- SCOE is organizing and will be operating the summer enrichment programs in high-need communities throughout Sacramento County.
- We are working with community-based organizations, non-profits, and local school districts to create Summer Education Innovation Hubs. We are currently exploring options in three districts Encina High School in San Juan USD, Grant Union High School or Martin Luther King Jr. Tech Academy in Twin Rivers USD, and a middle or high school in Sacramento City USD.
- Current planning efforts are focused on supporting students from Grades 3 through 12.
- Education programs for students in 3rd 8th grade include Arts, Civics, Computer Science, Outdoor Education, and the Sciences. The focus of the summer session will be on engagement and exploration through integrated learning.
- To support our High School aged students, we are developing a program that involves peer mentoring. Students involved in peer mentoring will learn skills to lead their younger peers and gain valuable experience that they could site on a resume or job application. Students will also have access to credit recovery classes offered by the district to ensure they are able to access this experience.

ADULT EDUCATION CONFERENCE

- This week, our Adult Education team is helping coordinate and host a big statewide California Council for Adult Education Conference for over 1,300 participants.
- Yesterday and today, adult education field members engaged in advocacy activities. The rest of the week involves workshops on topics such as overcoming barriers, student assessments, and motivating students.
- OTAN and our Adult Ed team is providing technical assistance. Individual SCOE Adult Education staff are presenting breakout sessions.
- Branka Marceta Director of the Capital Adult Education Regional Consortium and Coordinator Bethany Ely are key members of the planning team.
- Many thanks to our Adult Education for their leadership across the state.

STATE SEAL OF BILITERACY

- We will be hosting a virtual ceremony recognizing all those students in Sacramento County who have earned their State Seal of Biliteracy.
- The event will be on May 5 at 4:30 p.m. Let us know if you would like to attend and we will have the Zoom link sent to you.
- To earn the Seal, students must demonstrate English competency by scoring proficient on the California Standards Test in English language arts and receive good grades in all English classes required for high school graduation.

SCOE TEACHER OF THE YEAR NOMINEES 2022

• On Wednesday, March 24 we held a virtual reception for those SCOE teachers who were nominated for the 2022 SCOE Teacher of the Year. Thanks to several

of our Board members for attending. We will be announcing our 2022 Teacher of the Year very soon. Stay tuned!

KINGS/TEACHERS OF THE YEAR

• This is normally the time of year when the Sacramento Kings celebrate our County Teachers of the Year on the court during a half-time ceremony. Because of COVID restrictions, the Kings are not holding a traditional Educator Appreciation Night at Golden 1, but they are honoring local teachers. The Kings invited our Teachers of the Year from 2020 and 2021 to tonight's home game, the first one this season where fans will be allowed inside the stadium. It is part of a tribute to local frontline workers. Many thanks to the Sacramento Kings.

ADMINISTRATIVE PROFESSIONALS' DAY

• Finally, I wanted to remind everyone that tomorrow is Administrative Professionals Day. It is a day when we recognize the professionals who keep our offices running smoothly every day. So, many thanks to the administrative assistants, secretaries, receptionists, and other administrative support professionals. Thank you for keeping our offices organized and efficient.

Mr. Fong suggested that under 18-year-olds that want to get vaccinated to access Uber drivers for transportation.

Superintendent Gordon said we will look into it.

Mr. Keefer asked when will districts return to traditional minutes in class. There are requirements for Charter Schools in proposed legislation.

Superintendent Gordon responded that looking forward to next year, some students will still want to participate in distance learning so there is a push/pull regarding the required number of traditional minutes.

VIII.A. Ms. Lefkovitz moved and Mr. Brown seconded adoption of the consent agenda. By such action, the Board:

- 1. Accepted report on Personnel Transactions
- 2. Awarded diplomas to Court and Community School Students
- 3. Declared equipment listed as Surplus Property and Authorization to dispose of equipment pursuant to Education Code (Technology)
- 4. Accepted donation to Leo A. Palmiter Jr./Sr. High School Culinary Arts Program
- 5. Approved School Plans for Student Achievement Juvenile Court and Community Schools

Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes

Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

Dr. Matt Perry, Assistant Superintendent, announced that the following students will be awarded a diploma: Keshawn C. Atlas, Di'Shara Fancy Johnson, Ashley S. Jones, and Keziah Makeela Sullivan-Walker from Cordova Lane Senior Extension; 4 candidates from El Centro Jr./Sr. High School; Ahmia Bell and Ramon Emilio S. Treto-Gallegos from Elinor Lincoln Hickey Jr./Sr. High School; Juan Rodriguez from Elinor Lincoln Hickey Senior Extension; Alexis Choyke, Lawrence E. Cole, Bernabe Guerra, and Julian M. Ydrogo Winn from Gerber Senior Extension; and Jett Tomas Drummond, Vivianna I. Rivera, and Sadrina Alexandria Stoica from North Area Senior Extension.

VIII.B. Ms. Davis moved and Mr. Keefer seconded approval of the contracts. Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

VIII.C. On a motion by Ms. Lefkovitz, seconded by Mr. Keefer, the Board authorized staff to submit grant applications/service contracts and accept funding if awarded; and approved contracts, positions, and other expenditures associated with the grants as outlined in the proposed budgets as follows:

- 1. \$750,000 Education for Homeless Children and Youth (EHCY) grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
- 2. \$166,539 Sacramento Health HeART and Mind Collaborative grant from the City of Sacramento for the 2020-2021 fiscal year
- 3. \$360,000 California Environmental Literacy grant from the California Department of Education for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
- \$1,233,329 K-12 Strong Workforce Program Greater Sacramento Region Workforce Collaborative grant from the California Community College Chancellor's Office (CCCCO) K-12 Strong Workforce Program for the 2020-2021, 2021-2022, and 2022-2023 fiscal years

- 5. \$192,102 Transition Partnership Program grant from the Department of Rehabilitation for the 2021-2022, 2022-2023, and 2023-2024 fiscal years
- 6. \$540,541 Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement County Office of Education grant from the California Department of Education/ESSA Funds for the 2021-2022 and 2022-2023 fiscal years

Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

VIII.D. Adoption of Resolution No. 21-02 – Authorization for the Temporary Interfund Transfer of Funds

Nicolas Schweizer, Associate Superintendent, presented this item.

Mr. Brown moved, and Ms. Davis seconded the motion to adopt Resolution No. 21-02 – Authorization for the Temporary Interfund Transfer of Funds. Motion carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

VIII.E. Acting President Talamantes announced this is the First Reading of Proposed Elimination of Board Policies 5145 and 6000 and Board Bylaw 8001.

Chair Paul Keefer of the Policy Committee recommended that the First Reading of Proposed Elimination of Board Policies 5145 and 6000 and Board Bylaw 8001 move forward to Second Reading at a future Board Meeting and asked Ms. Stinson to present the items.

Ms. Stinson explained that the Policy Committee unanimously recommended elimination because these polices are either outdated or no longer applicable, and the essence of Board Bylaw 8001 is included in revisions to another Board Bylaw which will be brought to the Board at a future meeting.

Board members discussed the elimination of Board Bylaw 8001 (Board Member Liaison) and expressed an interest in knowing the organizational bodies for which the Board must or may appoint liaisons.

VIII.F. Dr. Perry provided a report on the Court and Community Schools: 2019-2020 End of the Year Report and 2020-2021 Mid-Year Update to the Board.

IX.A. Ms. Davis gave a shout out to graduates. One of the students that has been in mentoring through LINKS for the last two years is graduating.

Mr. Keefer thanked the whole team with Dr. Perry for consideration of the whole child. Every kid is receiving lot of attention from caring adults. He commends the grant writers at SCOE for writing, securing, and implementing programs. He also commended Superintendent Gordon for his work during the pandemic and especially the Safeway COVID-19 vaccination clinics.

Mr. Fong reported that he was excited that so many school districts are implementing a return to school. He was concerned about the safety of students from the API community when they return to school. About 40% of API students are not returning to school. The Superintendent Memo that went out on the Chauvin verdict was really appropriate. The President's message was also really encouraging around Black Lives Matter.

Ms. Lefkovitz was emotional because of the trial and the verdict. She feels encouraged by Dr. Perry's report. She asked if Superintendent Gordon could provide an update on the incoming state and federal COVID money to SCOE on how much it will be and how will SCOE use it at the next Board meeting during his Superintendent's Report. She also thanked Superintendent Gordon for the statement on the Chauvin verdict.

Mr. Brown also appreciated the Chauvin statement and had no other report.

Acting President Talamantes thanked Superintendent Gordon for issuing the statement regarding the Chauvin verdict. Kudos to our Sly Park staff – they were on ABC 10 for bringing science into the classroom and it made her happy to see our great work highlighted.

- IX.B. President Ahola was absent.
- IX.C. There were no committee reports.
- X.A. There was no distribution of the April/May Events item.
- X.B. There was no distribution of the April/May Site Visits item.
- XI. Schedule for Future Board Meetings
 - A. May 4, 2021 in-person for Board members
 - B. May 18, 2021

Acting Board President Talamantes read "Where is the Pause Button?" by Christopher Grady from Luther Burbank High School, from the 916 Ink Daybreak book.

XII. Mr. Keefer moved to adjourn the meeting. Ms. Davis seconded the motion, which carried 6 ayes, 0 noes, 1 absent (Ahola), 0 abstentions based on the following Roll Call vote:

Ms. Talamantes – yes Ms. Lefkovitz – yes Mr. Keefer – yes Mr. Fong – yes Ms. Davis – yes Mr. Brown – yes Ms. Ahola – absent

The meeting adjourned at 9:01 p.m.

Respectfully submitted,

David W. Gordon Secretary to the Board

Date approved:

SACRAMENTO COUNTY OFFICE OF EDUCATION

PERSONNEL TRANSACTIONS - FOR YOUR INFORMATION

Board Meeting - May 18, 2021

REGULAR APPOINTMENTS

Group	Dept./					Effective	Salary
(Mgmt/Cert/Class)	Program	Name	Status	Classification	Location	Date	Placement
Management	School of	Crothers,	New Hire	Director, School of	School of	5/10/21	MT-40
C	Education	Tierra		Education	Education		
				8 h/d 5 d/w 224 d/y			
				PC# 160020			
Classified	Financial	Johannesen,	Promotion	Senior Financial	Financial	5/10/21	CL-42-D
	Services	Jessica		Analyst	Services		
				8 h/d 5 d/w 244 d/y			
				PC# 000172			
	Through a compe	etitive process, thi	s individual				
	was selected for a	a new position, wl	nich increased				
	the salary by more	e than \$10,000.					

TRANSFERS

Group (Mgmt/Cert/Class)	Dept./ Program	Name	Classification	From/To	Effective Date
Classified	Business Services	Singh, Amrita	Financial Analyst	Financial Services to District Fiscal Services	5/1/21

LIMITED TERM/TEMPORARY APPOINTMENTS

Group	Dept./					Effective Date/
(Mgmt/Cert/Class)	Program	Name	Status	Classification	Location	Duration
Classified	Personnel	Haile, Carole	Limited	Personnel Analyst	Personnel	5/10/21-5/19/21;
			Term	•		6/22/21-6/24/21

SEPARATIONS

Group (Mgmt/Cert/Class)	Туре	Name	Classification	Location	Effective Date	Reason for Leaving
Certificated	Retirement	Charbonneau, Christina	Teacher, Alternative Education	Community Schools	Amended 6/4/21	Retirement
Classified	Retirement	Powers, Heidi	Physical/Occupational Therapist	Hiram Johnson/Prairie (Infant Development)	8/7/21	Retirement
Classified	Resignation	Sykes, Will	Systems Engineer	Technology Services DPMEC	5/7/21	Resignation

	Management	Certificated	Classified	Total
Regular Appointments	1	0	1	2
Transfer	0	0	1	1
Limited Term/Temporary Assignments	0	0	1	1
Separations	0	1	2	3
TOTAL	1	1	5	7

<u>R E CA P</u>

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject: Award of Diplomas	Agenda Item No.:	VIII.A.2.
	Enclosures:	0
Reason: Approval	From:	David W. Gordon
	Prepared By:	Dr. Matt Perry Michael Kast
	Board Meeting Date:	05/18/21

BACKGROUND:

The following students are scheduled to graduate from each of their respective schools and they have completed all requirements for high school graduation:

Cordova Lane Senior Extension

Rhamon Ramell Finney Jon Mauricio Munoz Alexandra Barajas Nunez Anthony Tyler Ulloa

E.L. Hickey Senior Extension

Graciela Gonzalez

North Area Senior Extension

Debra Lima

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends the Board approve the issuance of a high school diploma to the students listed above who have completed all requirements for graduation.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject: Fortune School of Education Countywide Charter School Renewal Petition	Agenda Item No.: Enclosures:	VIII.B. 978
Reason: Public Hearing, Discussion, and Action on Fortune School of Education Sacramento Countywide Charter School Renewal Petition	From: Prepared By: Board Meeting Date:	David W. Gordon Teresa Stinson 05/18/21

BACKGROUND:

The Fortune School of Education (Fortune) submitted a completed countywide charter renewal petition to the Sacramento County Board of Education (County Board) through the Sacramento County Office of Education (SCOE) on April 12, 2021.

If the County Board approves the renewal petition, the Fortune countywide charter will be renewed for a five-year term (2021–2026). If the County Board denies the renewal, Fortune has no right of appeal to the State Board of Education.

Charter Petition

The Fortune charter's mission is to graduate high achieving students of good character prepared for college and citizenship in a democratic society. The original and renewal petition describe the Five Pillars that guide the operation of the charter and the values by which administrators, faculty, and staff serve and interact with students: High Expectations; Choice and Commitment; More Time; Focus on Results; and Citizenship.

Since its charter was granted in 2011 and renewed in 2016, Fortune has successfully opened and operated eight schools in grades TK-12 in communities throughout Sacramento County, including South Sacramento, Oak Park, Elk Grove, and South Natomas. After ten years of operation, Fortune has substantially met the outcomes and requirements established in its charter, the MOU, and the charter renewal statute.

Fortune intends to grow from its existing eight schools with 1,890 students in grades TK-12 in 2020-2021 to nine schools with 2,302 students by 2022–23, and 2,630 students by 2025-26. Fortune intends to open a ninth school in the Meadowview area, but has not yet identified a precise location. Once Fortune identifies the location of its ninth school, which is expected to open in 2022-23, Fortune will provide appropriate notice and obtain County Board approval of the new school site under the material revision process outlined in statute.

Analysis of Charter Petition

As explained more fully in the attached SCOE Recommended Findings of Fact, the renewal of a countywide charter petition is analyzed under criteria set forth in Education Code sections 47605.6, 47607, et seq. and applicable regulations and policy. SCOE staff with expertise in each relevant area reviewed the Fortune charter renewal petition under applicable law and regulations, and Board Policy and Administrative Rules and Regulations 2400.

Based on this review, evidence included in the Fortune charter renewal petition, publicly available pupil achievement data documenting the ongoing pervasive achievement gap throughout the county, and the County Board's public findings and evidence detailed in its February 11, 2011 and December 15, 2015 agenda materials and minutes, the Fortune charter school:

- offers educational services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district in the county;
- (2) renewing the charter is consistent with sound educational practice; and
- (3) the charter had and continues to have a reasonable justification for why it could not be established by petition to a school district.

In addition, Fortune has demonstrated measurable gains in student academic performance and has satisfied the student achievement requirements for renewal. The petition presents a sound educational program, the budget is balanced, the financial and operation plan is reliable and sound, Fortune is demonstrably likely to successfully implement the program set forth in the petition, and the descriptions of the legally required elements are reasonably comprehensive.

SUPERINTENDENT'S RECOMMENDATION:

Based on the distinguished ten year history and accomplishments of the Fortune charter schools, the Superintendent is pleased to recommend that the County Board review and adopt SCOE's Recommended Findings of Fact, approve the Fortune School of Education Sacramento Countywide charter renewal for a five-year term (2021–2026), and adopt Resolution No. 21-06.

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003 916.228.2410

PLEASE POST

NOTICE OF PUBLIC HEARING

A public hearing will be held by the Sacramento County Board of Education (Board) to receive public comment and input from the community regarding the Fortune School of Education (Fortune) Sacramento Countywide Charter School renewal petition. At the conclusion of the public hearing, the Board may take action on Fortune's charter renewal petition.

The public hearing is scheduled for **Tuesday**, **May 18, 2021 at 6:30 p.m.** or thereafter.

<u>Zoom Video Conference:</u> To view the meeting from a computer, tablet, or smart phone, go to: <u>https://scoe.zoom.us/j/94507538412</u>

<u>To listen by telephone:</u> Primary Number: (669) 900-6833 Secondary Number: (346) 248-7799 Enter the Meeting ID: 945 0753 8412

<u>Public Comment</u>: Members of the public may submit public comment through a Google form at <u>http://bit.ly/scoe-board-5-18-21</u>. Written comments received before the public comment portion of the May 18, 2021 meeting will be read during the teleconferenced meeting at appropriate times.

Persons who require reasonable accommodation or modification to observe and/or offer public comment are asked to contact the Superintendent's Office at (916) 228-2410 or <u>wwatson@scoe.net</u> at least 48 hours before the meeting.

Materials subject to the public hearing are available at the Sacramento County Office of Education website at <u>https://www.scoe.net/board/schedule/</u>. For more information, please call (916) 228-2410.

SACRAMENTO COUNTY BOARD OF EDUCATION

Resolution Approving the Fortune School of Education Countywide Charter Renewal Petition

Resolution No. 21-06

WHEREAS, on April 12, 2021, Petitioner Fortune School of Education (Fortune) submitted a completed petition for renewal of the Fortune School of Education Countywide Charter (renewal petition) to the Sacramento County Board of Education (County Board) through the Sacramento County Office of Education (SCOE);

WHEREAS, the County Board considers the renewal of a countywide charter school under the criteria set forth in Education Code sections 47605.6, 47607, et seq., California Code of Regulations, title 5, section 11966.5, and County Board Policy and Administrative Rules and Regulations 2400;

WHEREAS, the Fortune charter renewal petition was analyzed by SCOE staff with expertise in each of the petition areas (fiscal, educational programs, student assessments, special education, English learners, human resources, facilities, and legal) and SCOE staff prepared written Recommended Findings of Fact, which were provided to the County Board, Fortune, and school districts throughout the county, and posted on SCOE's public website;

WHEREAS, on May 18, 2021, the County Board held a public hearing to hear from Fortune and SCOE staff, consider school district and public comment and input, and to consider and deliberate upon the Fortune charter renewal petition;

WHEREAS, based on evidence included in the Fortune charter renewal petition, publicly available pupil achievement data documenting the ongoing pervasive achievement gap throughout the county, and the County Board's public findings and evidence detailed in its February 11, 2011 and December 15, 2015 agenda materials and minutes, the County Board finds that the Fortune charter school:

- offers educational services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district in the county;
- (2) renewing the charter is consistent with sound educational practice; and
- (3) the charter had and continues to have a reasonable justification for why it could not be established by petition to a school district.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento County Board of Education adopts SCOE staff's written Recommended Findings of Fact regarding the Fortune charter renewal petition; and

BE IT FURTHER RESOLVED that the Fortune charter renewal petition meets the legal requirements of Education Code sections 47605.6 and 47607, et seq., and applicable regulations and Board Policy; and

BE IT FURTHER RESOLVED that the Sacramento County Board of Education grants the Fortune charter renewal petition for a five-year term (July 1, 2021–June 30, 2026) subject to an acceptable Memorandum of Understanding between Fortune, the County Board, and SCOE, which includes, but is not limited to, the following terms:

- 1. Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from all backgrounds in order to enable it to achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population of the county.
- 2. Fortune shall remain in good status as a member of a Special Education Local Plan Area (SELPA).
- 3. Fortune shall agree to be responsible for all special education services required by law and to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services.
- 4. Fortune shall agree to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.
- 5. Fortune shall be subject to the Williams Act, to the extent applicable. (Ed. Code, § 1240(c).)
- 6. County Board approval of any future Fortune charter school sites before opening.
- 7. Any additional requirements set by the County Board.
- 8. These terms may be changed or supplemented by future County Board action.

PASSED AND ADOPTED by the Sacramento County Board of Education at its regular Board meeting on the 18th day of May 2021 by the following vote:

Joanne Ahola (President)	
Karina Talamantes (Vice President)	
Bina Lefkovitz	
Paul A. Keefer, Ed.D., MBA	
O. Alfred Brown, Sr.	
Heather Davis	
Harold Fong, MSW	

Sacramento County Office of Education Recommended Findings of Fact – EXECUTIVE SUMMARY Fortune School of Education 2021 Countywide Charter School Renewal Petition

Based on SCOE staff review of the Fortune School of Education (Fortune) Countywide Charter renewal petition, the Fortune charter offers educational services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Fortune has reasonably satisfied student achievement requirements. The petition describes a sound educational program, the budget is balanced, the financial and operation plan is realistic, and Fortune is demonstrably likely to successfully implement the program set forth in the petition.

Background; Introduction and Standard of Review (Pages VIII.B.9-10.)

I. Pupil Academic Achievement (Pages VIII.B.12-14.)

Based upon verified data showing the academic performance of Fortune's schoolwide and pupil subgroups, the charter has demonstrated measurable gains in academic performance sufficient to meet the renewal criteria under Education Code section 47602.2(b).

II. Ability to Successfully Implement Intended Program (Pages VIII.B.14-15.)

Fortune's Local Control Funding Formula projections are realistic based upon previous attendance records. The petition describes reasonable recruiting techniques that have proven successful with Fortune's previously opened schools. The expenditures are reasonable for the program described in the petition. The cash flow analysis is sufficient. Based on the petition descriptions and Fortune's past success in opening and operating its charter schools, Fortune has demonstrated the ability and expertise to successfully implement its financial, operational, and administrative services plan.

III. Affirmations (Page VIII.B.15.)

IV. Program Analysis (Pages VIII.B.15-26.)

Fortune's educational program is sound for general education, English learners, and students requiring special education services. The petition contains reasonably comprehensive descriptions of the legally required elements.

CONCLUSION: The Superintendent recommends approval of the Fortune charter renewal petition for a five-year term (2021–2026), subject to an acceptable Memorandum of Understanding.

Recommended Findings of Fact Table of Contents

BA	CKGR	OUND	VIII.B.9.
INT	RODU	CTION AND STANDARD OF REVIEW	VIII.B.10.
SUI	MMAR	Y OF ANALYSIS	VIII.B.10.
RE	сомм	ENDATION	VIII.B.11.
AN		S OF PETITION AND RECOMMENDED FINDINGS OF FACT	VIII.B.12.
L	PUP	I ACADEMIC ACHIEVEMENT	VIII B 12
••	Δ	Renewal Criteria	VIII B 12
	В.	Fortune's Academic Achievement	VIII.B.12.
П.	ABIL	ITY TO SUCCESSFULLY IMPLEMENT THE INTENDED	
	PRO	GRAM	VIII.B.14.
	Α.	Financial Analysis	VIII.B.14.
	В.	Administrative and Operational Plan	VIII.B.15.
III.	AFFI	RMATIONS	VIII.B.15.
IV.	PRO	GRAM ANALYSIS	VIII.B.15.
	The	e Soundness of the Educational Program	VIII.B.15.
	The	e Petition's Description of the Legally Required Elements	VIII.B.15.
	Α.	Element A – Description of the Educational Program	VIII.B.16.
	В.	Element B – Measurable Pupil Outcomes	VIII.B.18.
	C.	Element C – Measurement of Pupil Progress	VIII.B.19.
	D.	Element D – The Location of Each Charter School Facility	VIII.B.20.
	Ε.	Element E – Governance Structure of the School	VIII.B.20.
	F.	Element F – Staff Qualifications	VIII.B.21.
	G.	Element G – Health and Safety Procedures	VIII.B.21.
	Η.	Element H – Student Population Balance	VIII.B.23.
	I.	Element I – Independent Financial Audits	VIII.B.23.
	J.	Element J – Suspension or Expulsion of Students	VIII.B.24.
	K.	Element K – Retirement System Coverage	VIII.B.24.
	L.	Element L – Dispute Resolution	VIII.B.24.
	М.	Element M – Admission Policies and Procedures	VIII.B.25.
	N.	Element N – Public School Attendance Alternatives	VIII.B.26.
	О.	Element O – Rights of Employees	VIII.B.26.
	Ρ.	Element P – Closure Procedures	VIII.B.26.
	Q.	Element Q – Exclusive Public School Employer	VIII.B.26.
V.	POT	ENTIAL EFFECTS OF CHARTER SCHOOL	VIII.B.26.

VI.	FINDINGS JUSTIFYING COUNTYWIDE CHARTER	VIII.B.27.
VII.	CONCLUSION	VIII.B.27.
VIII.	CALIFORNIA EDUCATION CODE SECTIONS 47607, 47607.2,	
	47605.6	VIII.B.29.
IX.	CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTIONS	
	11966.5	VIII.B.46.
Х.	BOARD POLICY 2400 / ADMINISTRATIVE RULES AND	
	REGULATIONS 2400	VIII.B.48.

Sacramento County Office of Education Recommended Findings of Fact Fortune School of Education 2021 Sacramento Countywide Charter School Renewal Petition

BACKGROUND

On March 4, 2021, the Fortune School of Education (Fortune) submitted its petition to renew its countywide charter school. Fortune revised, supplemented, and completed its petition on April 12, 2021. The Sacramento County Board of Education (County Board) originally approved the Fortune countywide charter for a term of July 1, 2011–June 30, 2016, and renewed the charter for a term of July 1, 2016–June 30, 2021.

If the County Board approves Fortune's current renewal petition, the charter will be renewed for a five-year term of July 1, 2021–June 30, 2026. (Ed. Code, § 47607.2(b).) If the County Board denies the petition, Fortune has no right of appeal to the State Board of Education. (Ed. Code, § 47605.6(k); Cal. Code Regs., tit. 5, § 11966.5(e).)

The Fortune charter's mission is to graduate high achieving students of good character prepared for college and citizenship in a democratic society. The original and renewal petitions describe the Five Pillars that guide the operation of the charter and the values by which administrators, faculty, and staff serve and interact with students: High Expectations; Choice and Commitment; More Time; Focus on Results; and Citizenship.

Fortune is open to all students and serves a diverse student population. While serving all students, a stated goal of the charter is to close the pervasive achievement gap for the county's lowest performing subgroup of students by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. By operating as a countywide charter, students throughout Sacramento County have a similar opportunity to attend the Fortune charter school, regardless of where they reside.

After its charter was granted in 2011, Fortune opened eight schools ranging in grades TK-12 in communities throughout Sacramento County, including South Sacramento, Oak Park, Elk Grove, and South Natomas. If renewed, Fortune intends to grow from its existing eight schools with 1,890 students in grades TK-12 in 2020-2021 to nine schools with 2,302 students by 2022–23, and 2,630 students by 2025-26. Once Fortune identifies the location of its ninth school, it will provide appropriate notice and obtain County Board approval of the new school site under the material revision process outlined in statute.

The Oversight Reports submitted to the County Board over the past five years, including the most recent November 2020 Annual Report, detail Fortune's progress in meeting the expected outcomes of the original charter and its Memorandum of Understanding (MOU) with the County Board. After ten years of operation, Fortune has substantially met the outcomes and requirements established in its charter, the MOU, and the charter renewal statute.

INTRODUCTION AND STANDARD OF REVIEW

Charter school law and Board policy require the County Board to review a charter renewal petition using specified criteria. The County Board may deny a charter renewal only if it makes written factual findings setting forth specific facts to support one or more of the following grounds:

- After considering schoolwide and subgroup performance on state and local indicators, the charter school failed to meet or make sufficient progress toward meeting standards, and closure is in pupils' best interests. (Ed. Code, §§ 47607(b); 47607.2 (b).)
- 2) The petitioner is demonstrably *unlikely to successfully implement* the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend. Renewal may be denied on these grounds only after the charter has been provided at least 30 days' notice of the violation and the opportunity to cure. (Ed. Code, § 47607(e).)
- 3) The charter school presents an *unsound educational program* for the pupils to be enrolled in the charter school.
- 4) The petition does not contain an *affirmation of each of the conditions* described in subdivision (e) [e.g., nonsectarian, does not charge tuition, does not discriminate, admits all pupils who wish to attend, follows public lottery requirements, does not discourage any pupil from attending or seeking to enroll, does not request or require pupil records before enrollment, does not encourage pupils to disenroll or transfer for any reason, etc.].
- 5) The petition does not contain *reasonably comprehensive descriptions* of all of the 16 elements listed in Education Code section 47605.6(b)(5)(A) through (P).
- 6) The petition does not include a declaration of whether or not it shall be deemed the exclusive public school employer of charter school employees for purposes of the Educational Employment Relations Act (EERA).
- 7) Any other basis that the County Board finds justifies the denial of the charter petition.
- (Ed. Code, §§ 47607(b), 47605.6(b)(1)-(7); Cal. Code Regs., tit. 5, § 11966.5(c).)

The County Board may impose any additional requirements that it considers necessary for the sound operation of a countywide charter school. (Ed. Code, § 47605.6(b).)

SUMMARY OF ANALYSIS

The Sacramento County Office of Education (SCOE) staff with expertise in each relevant area have reviewed the Fortune charter renewal petition and concluded:

1. Fortune has sufficiently met the academic performance criteria required by Education Code section 47607.2(b).

- 2. The petition describes a sound educational program that will benefit the pupils who attend.
- 3. Based upon Fortune's past performance in the areas of academics, finances, governance, operations, and the realistic, balanced budget included in the petition, it is likely that Fortune will successfully implement the program described in the petition.
- 4. The petition satisfies technical requirements and includes an affirmation of each of the legally required conditions.
- 5. The petition contains reasonably comprehensive descriptions of the legally required elements.
- 6. The petition contains the required EERA declaration.
- 7. Based on evidence included in the renewal petition, publicly available pupil achievement data documenting the ongoing pervasive achievement gap throughout the county, and the County Board's public findings and evidence detailed in its February 11, 2011 and December 15, 2015 agenda materials and minutes, the Fortune charter school (1) offers educational services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district in the county; (2) renewing the charter is consistent with sound educational practice; and (3) the charter had and continues to have a reasonable justification for why it could not be established by petition to a school district.

RECOMMENDATION

Based upon analysis of the petition and the applicable law, SCOE staff recommend that the County Board approve the Fortune countywide benefit charter renewal petition subject to an acceptable Memorandum of Understanding which includes, but is not limited to, the following terms:

- 1. Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from all backgrounds in order to enable it to achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population of the county.
- 2. Fortune shall remain in good status as a member of a Special Education Local Plan Area (SELPA).
- Fortune shall agree to be responsible for all special education services required by law and to hold harmless, defend, and indemnify the Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services.
- 4. Fortune shall agree to hold harmless, defend, and indemnify the Board, Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.

- 5. Fortune shall be subject to the Williams Act, to the extent applicable. (Ed. Code, § 1240(c).)
- 6. County Board approval of any future Fortune charter school sites before opening.
- 7. Any additional requirements set by the County Board.

ANALYSIS OF PETITION AND RECOMMENDED FINDINGS OF FACT

This analysis will review each of the areas specified in Education Code sections <u>47607</u>, <u>47607.2</u>, and <u>47605.6</u>, the applicable requirements set forth in Title 5 of the California Code of Regulations section <u>11966.5</u>, and Board Policy (BP) and Administrative Rules and Regulations (ARR) on Charter School Petitions (<u>BP 2400</u> and <u>ARR 2400</u>). These are attached for convenient reference.

I. PUPIL ACADEMIC ACHIEVEMENT

A. <u>RENEWAL CRITERIA</u>

Assembly Bill 1505 requires authorizers to consider "verified data" demonstrating one year of student growth for renewals of charter schools that fall within the low-performing and middle-performing categories. As noted in its petition for renewal (p. 44) and the California Department of Education (CDE) <u>Charter School</u> <u>Performance Category Data File</u>, Fortune falls into the middle-performing category.

Under California Education Code section 47607.2(c), "verified data" is defined as "assessment data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced." At the November 2020 State Board of Education Meeting, CDE provided a list of verified data sources specifically for charter schools to be able to demonstrate student academic growth. One approved source of verified data is longitudinal student progress on the California Assessment of Student Performance and Progress (CAASPP), as provided on pages 61-65 of the petition.

B. FORTUNE'S ACADEMIC ACHIEVEMENT

One of the stated goals of Fortune schools is to close the severe achievement gap for African American students that has persisted in the Sacramento region (p. 6). The charter uses the CAASPP as its primary measure of academic achievement. Student participation is above the 95% expectation in the state of California, with over 98% of students participating in the testing program in each of the most recent three years it was administered (p. 61). The CAASPP and California Dashboard data presented on pages 42-65 provide extensive documentation of the charter organization's record of promoting student academic gains and narrowing the achievement gap.

Mathematics

Student growth in math is described on page 44:

The rate of improvement for Fortune students from 2015 to 2019 is more than three times that of students countywide and statewide. Fortune students improved 24 percentage points over the last four years compared to more moderate increases of 5 percentage points countywide and 7 percentage points statewide.

Strong achievement in math is also evident on the 2019 Dashboard – for all students, Fortune achieved a Green indicator for mathematics compared to Orange for the state. (p. 52) With 62% of all students enrolled at Fortune, African American students comprise the charter's largest ethnic group. African American students at Fortune outperformed peers of the same ethnicity statewide on the Dashboard, achieving a Yellow indicator in math compared to Orange for African American students statewide. Hispanic students comprise the next largest ethnic group represented at the charter with 24% of enrolled. Hispanic students at Fortune outperformed peers of the same ethnicity statewide, achieving a blue indicator in mathematics compared to Yellow for Hispanic students statewide. (https://www.caschooldashboard.org)

An analysis of verified longitudinal student data was conducted by SCOE staff on gains in students' CAASPP math scores from 2016-17 to 2017-18, and again from 2017-18 to 2018-19. The majority of students at Fortune had greater average gains or improved their CAASPP math scores from year to year to a greater extent than students statewide.

English Language Arts

Achievement in English Language Arts is also positive. Student growth on the English Language Arts CAASPP is described as follows on page 52:

The rate of improvement for Fortune School students in ELA over the past four years has doubled that of the state and nearly doubled that of the county (14 percentage point increase for Fortune School students compared to a 7 percentage point increase for the state and 8-point increase for the county).

Student achievement in English Language Arts is also evident on the 2019 Dashboard. For all students, Fortune achieved a Yellow indicator for English Language Arts compared to Green for the state. (p. 59) However, on page 60, a closer look at the Dashboard indicators by student subgroup shows that significant student groups had the same or higher Dashboard indicator for English Language Arts than the state: African American students, Socioeconomically Disadvantaged students, and English Learners achieved a Yellow indicator in English Language Arts in 2019 both at Fortune and statewide, and Students with Disabilities achieved an Orange indicator both at Fortune and statewide. Hispanic students at Fortune outperformed their peers by achieving a Green indicator compared to Yellow for Hispanic students statewide.

An analysis of verified longitudinal student data was conducted by SCOE staff on gains in students' CAASPP English Language Arts scores from 2016-17 to 2017-18, and again from 2017-18 to 2018-19. Overall, students improved from year to year on the CAASPP about the same amount as their peers. In 2019, 49% of students showed greater improvement on their prior year's CAASPP than their peers, as did 52% of Fortune students in 2018.

The school's mission includes preparing graduates. As the class of 2021 is the first to graduate from the high school, high school students' achievement was not included in the 2019 California Dashboard or CAASPP scores. Nonetheless, the charter demonstrated the achievement of its first senior class by highlighting the fact that 90% are graduating from high school, compared to 84% statewide. Also, 85% are graduating with college credit compared to 13% statewide.

Based upon verified data showing the academic performance of Fortune's schoolwide and pupil subgroups, the charter has demonstrated measurable gains in academic performance sufficient to meet the renewal criteria under Education Code section 47602.2(b).

II. ABILITY TO SUCCESSFULLY IMPLEMENT THE INTENDED PROGRAM

Under Education Code section 47607(e), the County Board may deny a charter renewal petition when petitioners are "<u>demonstrably unlikely to successfully implement the</u> <u>program set forth in the petition</u> due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend."

When considering a petition for charter renewal, the County Board must consider the past performance of the charter school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any. (Cal. Code Regs., tit. 5, § 11966.5(c)(1).) Based upon Fortune's successful past performance in each of these areas and the information included in the renewal petition, Fortune is likely to successfully implement the program described in the renewal petition.

A. FINANCIAL ANALYSIS

One of the most crucial elements in assuring that the charter school program can be successfully implemented, along with competent staff, is a realistic financial and operational plan. (ARR 2400, Appendix A, § C.3.)

The budget assumptions for expenditure items were provided on a detailed, lineitem basis. The expenditures represented in the budget documents are reasonable based on the program elements described in the petition.

The cash flow analysis Fortune provided is sufficient and realistic based on assumptions articulated in the petition. Fortune School has access to a line of credit in the event it needs to cover temporary cash flow shortfalls.

The petition describes reasonable recruiting techniques that have proven successful with Fortune's previously opened schools. Its Local Control Funding

Formula revenue projections are reasonable based upon previous attendance records.

The Special Education budgets Fortune provided appear adequate to cover projected expenditures. Fortune's projected ending fund balance should be sufficient to cover any unanticipated expenditures.

Fortune's Chief Financial Officer has worked with SCOE for years and has extensive knowledge in the area of charter school finances. If the charter operates as it has indicated in the petition, the budget is reasonable and realistic.

B. ADMINISTRATIVE AND OPERATIONAL PLAN

In determining the likelihood of successfully implementing the program set forth in the petition, the petitioner's history of involvement in charter schools or other education agencies, along with the financial, operational, and administrative services plan are also considered. (ARR 2400, Appendix A, § C.)

Fortune intends to carry adequate insurance in the required areas, and will name the County Board, SCOE, and its officers and employees as additionally insured.

Each school budget adequately budgets for facilities costs. Based on the descriptions in the petition and Fortune's prior successes in opening and operating new school facilities, it has demonstrated the ability and expertise to successfully implement its financial, operational, and administrative services plan.

III. AFFIRMATIONS

The Petition includes affirmations that the charter will comply with applicable legal requirements. (pp. 3-4, 93-96)

IV. PROGRAM ANALYSIS

The Soundness of the Educational Program

The County Board may deny a charter petition when it presents an "unsound educational program for the pupils to be enrolled in the charter school." (Ed. Code, § 47605(b)(1).)

The Petition's Description of the Legally Required Elements

A charter renewal petition must include a reasonably comprehensive description of all the required statutory elements. (Ed. Code, §§ 47605.6(b), 47607(b).) Each of these elements is discussed below.

To be "reasonably comprehensive," staff considered whether each statutory element contained a description that includes information that is substantive; that includes elaboration; that addresses all aspects of the required charter petition elements; that is specific to the charter petition being proposed; that describes the program to a sufficient degree; that improves pupil learning; that increases learning opportunities; meets the social and emotional needs of pupils; and for which accountability and legal compliance can be reasonably foreseen and assured. Therefore, mere quoting of the law or general statements of educational practices without detailed information of how it will be accomplished by petitioner do not suffice.

Review of the required elements is important because the County Board's future oversight of the charter school will be based on the charter petition itself, and the petition's description of the services promised to prospective students.

A. <u>Element A – Description of the Educational Program</u>

Under Education Code section 47605.6(b)(1), the County Board must deny a charter petition when it presents an "<u>unsound educational program for the pupils to be enrolled in the charter school</u>." The staff review found that the educational program described in the Fortune renewal petition was sound and included reasonably comprehensive descriptions of how the program would be implemented.

1. <u>Sound educational practice</u>.

Based on the analysis of SCOE curriculum experts, the educational program described in the renewal petition is consistent with sound educational practice and is likely to be of educational benefit to students who attend. The data throughout the petition exemplifies the high likelihood of future success.

2. Description of the educational program.

The renewal petition is well-articulated and demonstrates Fortune's understanding of educational requirements and sound instructional pedagogy.

English Language Arts

The petition contains a reasonably comprehensive description of the educational programs for English Language Arts at grades K-12, including the instructional approach, how it will support learning for all students, increase learning opportunities for academically low achieving students, and identify and respond to the needs of students not achieving at expected levels.

The petition states on page 11, "We consider following our instructional materials in a disciplined fashion a part of our commitment to High Expectations (Pillar #1)." The Petition has curricula listed on page 12 that reflects the current curriculum materials. Appendix 16 includes a scope and sequence for all grades.

A variety of curriculum programs are used across K-8 grade levels (pp. 12-13). The petition includes a list of effective practices to meet the needs of all students (e.g., Blended Learning, Extended Day and Year, and Differentiated Instruction) (pp. 19-23), and a detailed Response to Instruction and Intervention (RTI2) plan (pp. 22-23). Based upon past student performance data, we expect that the charter will continue to design and provide effective instruction to meet the needs of all students.

In 2017, petitioner opened the Rex & Margaret Fortune Early College High School. The petition, at pages 13-14, describes the Early College High School model and the partnership Fortune has created with Cosumnes River College and Cal Poly San Luis Obispo:

"Early College High Schools are innovative partnerships between charter or non-charter public secondary schools and a local community college, the CSU, or the UC that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. Early College High Schools are small autonomous schools that blend high school and college into a coherent educational program. In Early College High Schools pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate. (Education Code section 11302)"

The graduation requirements for the Early College High School are outlined on pages 15-16 of the petition. Appendix 16, pages 46-85, provides a Scope and Sequence for each unit of instruction for ELA grades 9-12 to identify the quality of the instructional content and the alignment to content standards they identified as "essential standards."

Although no state assessment data is available for the charter high school, based on the charter's success with students in grades TK-8, we expect that Fortune will design and provide an effective high school instructional program.

Mathematics

The petition contains a reasonably comprehensive description of the mathematics programs. Based on the math assessment data, the charter has demonstrated previous student success in mathematics. In most cases, students are performing at or above the state average. Additionally, the math program is aligned to the California state standards for mathematics as evidenced by the *Program Overview: Scope and Sequence Details* (Appendix 17).

English Learners

The petition describes procedures for the initial identification and reclassification of English learners. It describes the use of the Home Language Survey (HLS) to identify students as English learners. It uses the English Language Proficiency Assessments for California (ELPAC) as the English language assessment as well as the initial and annual diagnostic of language acquisition progress toward reclassification. (p. 32)

Pages 34-35 outline the guidelines and criteria for reclassification of English learners as they become fluent English proficient. It includes differentiation of monitoring based on English learner broad typologies. The guidelines include

a statement of monitoring reclassified students for four years as noted in Education Code section 313(d).

The petition references curriculum materials utilized for English learner instruction by adopting materials that have embedded ELD instructional aspects. The emphasis to meet core curriculum is in academic language with concept development in designated and integrated ELD settings. Inclusion of the English Language Development Standards is evidenced in the description of the K-12 Structured English Immersion program. (p. 24-35)

The petition affirms that its teachers will meet the legally required credential requirements, including the appropriate EL authorization credential. (p. 73) The petition references professional learning to support English language development. (p. 36)

Page 35 describes the future formation of an English Learner Advisory Committee and a District English Learner Advisory Committee that include topics related to the minimum requirements. Parents and guardians will be provided with key notices and reports in a language they understand. (p. 32)

Special Education

Fortune's special education plan describes the process to identify and serve students who qualify for special education, including the Student Study Team process, initial referral process, and Individualized Education Program (IEP) meeting process. (pp. 37-41) According to the petition, the Student Study Team meetings occur at each school site to address students demonstrating challenges within the school setting. Meetings are held to identify potential accommodations to the learning environment, with active participation of staff and family members. When needed, assessment plans are developed by the team, including the family, to provide information in areas of suspected disability for the initial IEP meeting to determine eligibility for special education programs and services.

The petition identifies appropriate staff (Fortune employees and contracted staff) to address the needs of students with special needs. (p. 38) Fortune is a Local Education Agency (LEA) member of the El Dorado County Charter SELPA. (p. 37)

The petition presents a sound educational program for the students to be enrolled in the charter school and contains a reasonably comprehensive description of the educational program for all students, including English learners and students with disabilities.

B. Element B – Measurable Pupil Outcomes

At a minimum, measurable pupil outcomes specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. (ARR 2400, Appendix A, § F.2.)
The petition identifies desirable student outcomes in terms of eliminating the achievement gap between African American students and others in the state and county. This is achieved by analysis of disaggregated test score data from statewide annual assessments: CAASPP and California Science Test (CAST). Additionally, the Academic Indicator of the California Dashboard, comprised of CAASPP English Language Arts and math scores, also provides a measurable outcome to be compared by student group.

Additional desirable student outcomes include graduating prepared for college. College preparation is tracked for high school students by reasonable measures that include the percent that graduate, the percent that attain an associate's degree in high school, and the percent that graduate with college credit. Some of these high-school specific measures will also be included in the California Dashboard's College and Career Indicator upon resumption of state-mandated CAASPP testing. Dashboard indicators have a statewide goal of a Green or Blue indicator.

<u>The petition contains a reasonably comprehensive description of the</u> <u>measurable pupil outcomes identified for use by the school</u>.

C. <u>Element C – Measurement of Pupil Progress</u>

The school must utilize a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment. This must also include the annual assessment results from any state-mandated test program; a plan for collecting, analyzing, and reporting data on student achievement to school staff, parents, and others; and a plan for utilizing the data for continuous monitoring and program improvement. (ARR 2400, Appendix A, § F.3.)

The petition identifies the methods by which pupil progress in meeting the specified outcomes would be assessed. In addition to the state-mandated assessments (CAASPP, ELPAC) and other key elements feeding into the California Dashboard (e.g., graduating with college credit), Fortune employs interim and benchmark assessments:

- NWEA MAP
- CAASPP Interim Assessment Blocks
- Interim Assessments from Achievement First

Assessment results are discussed in Data Teams, weekly meetings of the Cabinet, Principals, and/or special meetings focused on student outcomes (e.g., SSTs).

The petition describes in sufficient detail how ELPAC, CAASPP, and interim assessment scores impact placement and support provided to English Learners and Reclassified Fluent English Proficient students.

As students begin to matriculate at post-secondary institutions, Fortune plans to collect post-secondary progress measures such as college persistence.

The petition contains a reasonably comprehensive description of the methods by which pupil progress in meeting the identified pupil outcomes is to be measured.

D. Element D – The Location of Each Charter School Facility

Education Code section 47605.5(b)(5)(D) requires a reasonably comprehensive description of the location of each charter school facility that the petitioner proposes to operate.

The petition provides the specific locations of the eight schools opened under the existing charter. (p. 67) Upon visual inspection of the eight school locations, each appeared to be clean and well maintained with no obvious safety hazards. In November 2018, the Board approved the location of Fortune's K-12 Education Complex at the intersection of Big Horn Boulevard and Bilby Road in Elk Grove. Construction is expected to be completed on the Education Complex in the summer of 2021, and the Rex and Margaret Fortune Early College High School, Fortune Middle School, and Alan Rowe College Prep will move to the K-12 Education Complex in August 2021. (p. 68)

Fortune plans to open a new middle school campus in the Meadowview area in 2023-2024, however, the precise location is not yet known. Once Fortune identifies the location of its new middle school campus, it will need to provide appropriate notice and obtain County Board approval of the new school site under the material revision process required by Education Code section 47605.6(a)(3).

As required by the parties' MOU, the County Board has approved each of Fortune's previous school sites before opening. As the County Board will approve Fortune's anticipated new middle school site before it is opened, the location description is reasonably comprehensive at this time.

The petition contains a reasonably comprehensive description of the location of each charter school facility that the petitioner proposes to operate.

E. <u>Element E – Governance Structure of the School</u>

Fortune School is a directly-funded, independent charter school operated by Fortune School of Education (FSE), a California Nonprofit Public Benefit Corporation.

Fortune School is governed by the FSE Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which are consistent with the terms of the charter. The petition affirms compliance with the Brown Act (Government Code section 54950, et seq.), the Political Reform Act (Government Code section 87100, et seq.) and Government Code section 1090, et seq., as set forth in Education Code section 47604.1. The FSE Board will have five (5) to seven (7) directors. All FSE directors are designated at FSE's annual meeting of the Board of Directors. Unless otherwise removed from office in accordance with the

FSE bylaws, each director holds office for a term of two (2) years and until a successor director has been appointed.

The FSE Board of Directors meet regularly, at least quarterly, and in accordance with the Brown Act and Education Code section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of Fortune School. FSE has adopted a Conflict of Interest Code which complies with applicable legal requirements.

The FSE Board participates in appropriate training and educational opportunities to more effectively govern Fortune School's operations. Such training experiences include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Professional development is made available to individual Board Members to enhance skills they need to effectively perform a critical role on the FSE Board's behalf, or include full Board training and professional development on matters applicable to the full Board.

<u>The petition contains a reasonably comprehensive description of the governance structure of the school</u>.

F. Element F – Staff Qualifications

The petition describes key administrative positions, includes a staffing plan for school sites, and an organizational chart. Job descriptions that detail minimum qualifications are included for some, but not all positions addressed within the petition or noted on the organizational chart.

The charter states it, "shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary." In addition to holding a valid California Teaching Credential, all teachers are required to hold an appropriate certification for teaching English Language Learners.

<u>The petition contains a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the school</u>.

G. Element G – Health and Safety Procedures

The petition includes details on how Fortune adheres to an Emergency Preparedness Handbook/School Safety Plan that is annually updated. The handbook includes, but is not limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

All employees undergo mandatory Anti-Discrimination and Harassment Prevention training bi-annually managed across the Fortune network by the Human Resources Department. The petition indicates that Fortune is committed to providing schools that are free from discrimination and harassment. Fortune has developed a policy to prevent and immediately remediate any concerns about discrimination or harassment at the charter school (including employee to employee, employee to student, and student to employee misconduct).

Additional health and safety evidence includes information on the following:

- Fortune works to ensure every student in the charter school receives proper health care.
- Fortune will adhere to Education Code section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code section 49414 regarding epinephrine auto injectors and training for staff members.
- All employees undergo Bloodborne Pathogens mandated training annually, managed across the Fortune School network by the Human Resources Department.
- All employees undergo required Mandated Reporter training annually. Fortune maintains detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties.
- Fortune maintains a policy on student suicide prevention in accordance with Education Code section 215 and is reviewed every five years.
- Fortune schools identify and implement the most appropriate methods of informing parents and guardians of students in grades 6-12 of human trafficking prevention resources.
- Fortune provides each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.
- Fortune teaches sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code section 51930, et seq.).

The petition includes health and safety policies for the Charter School, as required by the Education Code, including:

- Tuberculosis screening is required for staff and volunteers before employment and working with students, and is repeated every four years.
- Completion of a criminal background check, receipt of a criminal record summary, and clearance by the Director of Human Resources is required for all employees and contractors prior to employment. Any individual convicted of a violent or serious felony shall not be hired by the Charter School, except as otherwise provided by law.
- Students must provide immunization records and mandated health screenings to the extent required by law.
- Charter school provides screening for student vision, hearing, and scoliosis.
- School Safety Plan, which provides procedures to comply with applicable laws related to school safety, is adopted annually.

The petition contains a reasonably comprehensive description of the health and safety procedures.

H. Element H – Student Population Balance

A charter petition must describe "the means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter is submitted." (Ed. Code, § 47605.6(b)(5)(H).) The regulations state that this element is presumed to have been met, absent specific information to the contrary. (ARR 2400, Appendix A, § F.7.)

Fortune School has implemented a student recruitment strategy that is represented by, but is not necessarily limited to, a combination of the following:

- An enrollment process that is scheduled and adopted and includes a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the county, reaching prospective students and parents. Fortune keeps a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Collaboration with community-based organizations to support outreach.

The petition contains a reasonably comprehensive description of the means by which the school will achieve a balance among its pupils that is reflective of the general population residing within the County Board's jurisdiction.

I. <u>Element I – Independent Financial Audits</u>

The petition describes an annual independent audit process that complies with state law, involving an audit committee that will oversee the selection of an independent auditor to conduct the audit in accordance with generally accepted accounting principles. The audit report will be provided to the Sacramento County Superintendent of Schools, the California State Controller, and the California Department of Education by December 15 of each year.

The audit committee will review any findings or deficiencies identified by the auditor and report to the Fortune Board with its recommendations for resolution. The Fortune Board will then submit a report to SCOE describing how any findings or deficiencies have been or will be resolved to SCOE's satisfaction.

Fortune provided a copy of its most recent audit report in Appendix 12. The audit is treated as a public record and will be provided to the public on request.

The petition contains a reasonably comprehensive description of the annual, independent financial audits.

J. <u>Element J – Suspension or Expulsion of Students</u>

Fortune uses Positive Behavioral Interventions and Supports (PBIS) discipline matrix that clearly communicates expectations for positive behaviors for students throughout all of Fortune schools. It is a reference that helps the school community consistently reinforce key behavioral expectations during students' daily routines. A discipline referral results if students do not correct classroom misbehavior.

The discipline matrix indicates the types of disciplinary actions that may apply to each offense across four levels from minor to more severe. These actions may be applied to a first time or repeated incident and are intended as a guide to standardize disciplinary procedures across schools aligned with the Five Pillars.

A student may be suspended or expelled for prohibited misconduct as specified in law and Fortune Board policy, and the discipline matrix, if the act is related to school activity or school attendance occurring at any time, including but not limited to: a) while on school grounds; b) while going to or from school; c) during the lunch period off or on campus; d) during or coming or going to or from a schoolsponsored activity.

The petition includes legally required information, including an explanation of parent notice requirements before a student is involuntarily removed, grounds for discipline, suspension and expulsion, due process rights, special procedures for students with disabilities, and appeal rights.

Based on the above discussion, the petition contains a reasonably comprehensive description of the procedures by which pupils can be suspended or expelled for disciplinary reasons or involuntarily removed.

K. Element K – Retirement System Coverage

Employees participate in the federal social security system and have access to a 403(b) retirement plan, and the Chief Financial Officer ensures that appropriate arrangements for coverage are made. Fortune does not plan to participate in the California State Teachers' Retirement System nor the California Public Employees' Retirement System.

<u>The petition contains a reasonably comprehensive description of the retirement system coverage</u>.

L. <u>Element L – Dispute Resolution</u>

The petition, on pages 91-93 provides a reasonably, comprehensive description for resolving disputes with the chartering authority. It outlines the process to resolve disputes that do not involve potential revocation as well as recommended procedures for issues that could lead to charter revocation. The petition provides various levels of escalation, identifies positions to participate at each level, and the processes to move across levels as needed.

The petition contains a reasonably comprehensive description of a dispute resolution process.

M. Element M – Admission Policies and Procedures

Fortune's student admissions and attendance policies are described on petition pages 93-96 and its enrollment materials are in Appendix 13.

1. Charter Schools Must Admit All Pupils Who Wish to Attend and Comply with Statutory Requirements

A charter renewal petition must include a reasonably comprehensive description of the charter school's admission policies and procedures. A charter school must admit all pupils who wish to attend the school and maintain admissions policies and procedures that are consistent with statutory requirements. (Ed. Code, §§ 47605.6(b)(5)(N),(e).)

Fortune's enrollment application includes the affirmation regarding nondiscrimination. In addition, as required by Education Code section 47605.6(e), the petition affirms that Fortune will admit all pupils who wish to attend, that no test or assessment shall be administered before acceptance and enrollment in the school, and that Fortune shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reasons, including academic performance or student characteristics. The petition also affirms that Fortune shall not request or require submission of a student's records before enrollment. (pp. 93-95)

The petition includes the required legal affirmations.

2. Public Random Drawing

If the number of applications does not exceed the capacity of the charter school, all students who submitted complete applications are enrolled (with the exceptions noted above). If the number of pupils who wish to attend exceeds capacity, attendance, except for existing pupils, shall be determined by a public random drawing (lottery). It is completed in a public forum by pulling slips of paper with applicants' names on them out of a container. All eligible names are drawn from the container, and those exceeding the number of available spaces are placed on a waiting list in the order drawn.

Existing students do not participate in the lottery, as they are automatically reserved a space for the following year. Fortune grants admission preference to children and grandchildren of founding members of Fortune School, children of Fortune employees, siblings of existing pupils, and pupils who reside in Sacramento County. Siblings and and children of school faculty shall not constitute more than 10% of the school's total enrollment. (pp. 94-95)

Based upon the above, the petition contains a reasonably comprehensive description of the charter's admission policies and procedures.

N. <u>Element N – Public School Attendance Alternatives</u>

No student is required to attend the Fortune charter school. Students who reside within the county who choose not to attend Fortune School may attend any school within the county according to county and/or local school district policies.

The petition, on page 96, contains a reasonably comprehensive description of the public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

O. <u>Element O – Rights of Employees</u>

The petition addresses the rights of employees who transition employment between SCOE and the Charter, and any rights of return to previous employment must be agreed to in advance by the initial employer prior to leaving employment with that agency. (p. 96)

<u>The petition contains a reasonably comprehensive description of the rights</u> <u>of employees</u>.

P. <u>Element P – Closure Procedures</u>

The procedures described on pages 96-98 of the petition address all the legally required procedures for closure, including the notification process, disposal of assets, transfer and maintenance of student and personnel records, completion of reports, and the final audit.

<u>The petition contains a reasonably comprehensive description of the necessary closure procedures</u>.

Q. Exclusive Public School Employer

The petition, at page 3, declares that Fortune "shall be deemed the exclusive public school employer of the employees of Fortune School for purposes of the Educational Employment Relations Act. [Education Code section 47605.6(b)(6)]"

The petition contains the required declaration; and therefore, includes a reasonably comprehensive description of this element.

V. POTENTIAL EFFECTS OF CHARTER SCHOOL

As required by Education Code section 47605.6(h), Fortune has provided the required information, including:

- <u>Facilities:</u> Fortune has provided reasonably comprehensive descriptions of the facilities to be used by the charter school.
- <u>Administrative Services</u>: Fortune plans to continue providing its own administrative services independent of SCOE. If Fortune elects to purchase administrative services from SCOE, it will do so upon the mutual agreement of the parties.

<u>Civil Liability Effects</u>: Fortune is operated by a California nonprofit public benefit corporation. Entities that grant charters operated by a nonprofit public benefit corporation are not liable for the debts or obligations of the charter school if the entity has complied with legally required oversight responsibilities. (Ed. Code, § 47604(d).) Through an MOU, Fortune agrees to hold harmless, defend, and indemnify SCOE and the County Board for Fortune's actions under the charter. Fortune maintains general liability insurance, Board Members' and Officers' insurance, and fidelity bonding to secure against financial risks. SCOE and the County Board shall be named as additional insureds on Fortune's general liability insurance.

VI. FINDINGS JUSTIFYING COUNTYWIDE CHARTER

When it approved the establishment of the original Fortune countywide charter on February 1, 2011, and took action renewing the charter on December 15, 2015, the County Board considered evidence and found that the Fortune charter will:

- Offer educational services to a pupil population that will benefit from those services and cannot be served as well by a charter school that operates in only one school district in the county;
- that granting the charter is consistent with sound educational practice; and
- the charter school has a reasonable justification for why it could not be established by petition to a school district.

(Ed. Code, §§ 47605.6(a)(1), 47605.6(b).)

The County Board's detailed findings and supporting evidence are included in the February 1, 2011 and December 15, 2015 agenda materials and minutes. Fortune's renewal petition summarizes these findings and justifies the continued operation of a countywide charter designed to achieve a countywide purpose: closing the well-documented, persistent, and pervasive achievement gap of the county's lowest performing students by increasing the availability of a rigorous, college-preparatory, Pre-K-12 educational program to African American students throughout the county. (pp. 6-11, Appendix 1)

Limited access to high quality educational programs is an ongoing concern for students of color, low-income students, and other historically underachieving students. By continuing as a countywide charter, students throughout Sacramento County have a similar opportunity to attend the high-quality educational program offered by the Fortune charter, regardless of where they reside.

CONCLUSION

Based on the above analysis, SCOE staff recommend that the County Board renew the Fortune School of Education countywide benefit charter for a five-year term (July 1, 2021–June 30, 2026) subject to an acceptable Memorandum of Understanding which includes, but is not limited to, the following terms:

1. Fortune shall continue to make every reasonable effort to specifically reach and recruit pupils from all backgrounds in order to enable it to achieve a balance of

racial and ethnic pupils, special education pupils, and English learning pupils that is reflective of the general population of the county.

- 2. Fortune shall remain in good status as a member of a SELPA.
- 3. Fortune shall agree to be responsible for all special education services required by law and to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services.
- 4. Fortune shall agree to hold harmless, defend, and indemnify the County Board, Superintendent, and SCOE from any claims arising from the opening or operation of the charter school.
- 5. Fortune shall be subject to the Williams Act, to the extent applicable. (Ed. Code, § 1240(c).)
- 6. County Board approval of any future Fortune charter school sites before opening.
- 7. Any additional requirements set by the County Board.



State of California

EDUCATION CODE

Section 47607

47607. (a) (1) A charter may be granted pursuant to Sections 47605, 47605.5, 47605.6, and 47606 for a period not to exceed five years.

(2) A chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and Section 47607.2. Notwithstanding subdivisions (b) and (c) and Section 47607.2, a chartering authority may deny renewal pursuant to subdivision (e).

(3) A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels shall request a material revision to its charter. A material revision of the provisions of a charter petition may be made only with the approval of the chartering authority. A material revision of a charter is governed by the standards and criteria described in Section 47605.

(4) The findings of paragraphs (7) and (8) of subdivision (c) of Section 47605 shall not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision. For a material revision, analysis under paragraphs (7) and (8) of subdivision (c) of Section 47605 shall be limited to consideration only of the impact of the proposed material revision.

(5) The chartering authority may inspect or observe any part of the charter school at any time.

(b) Renewals and material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

(c) (1) As an additional criterion for determining whether to grant a charter renewal, the chartering authority shall consider the performance of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. (B) Notwithstanding subparagraph (A), if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority shall not deny renewal for a charter school if either of the following apply for two of the three years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

(C) Notwithstanding subparagraphs (A) and (B), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.

(D) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(E) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(F) A charter that satisfies the criteria in subparagraph (A) or (B) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

(3) For purposes of this section and Section 47607.2, "measurements of academic performance" means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.

(4) For purposes of this section and Section 47607.2, "subgroup" means numerically significant pupil subgroups as defined in paragraph (1) of subdivision (a) of Section 52052.

(5) To qualify for renewal under clause (i) of subparagraph (A) or (B) of paragraph (2), subparagraph (A) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have schoolwide performance levels on at least two measurements of academic performance per year in each of the two consecutive years immediately preceding the renewal decision. To qualify for renewal under clause (ii) of subdivision (a) of Section 47607.2, or paragraph (2), subparagraph (B) of paragraph (1) or (2) of subdivision (a) of Section 47607.2, or paragraph (3) of subdivision (a) of Section 47607.2, the charter school shall have performance levels on at least two measurements of academic performance for at least two subgroups. A charter school without sufficient performance levels to meet these criteria shall be considered under subdivision (b) of Section 47607.2.

(6) For purposes of this section and Section 47607.2, if the dashboard indicators are not yet available for the most recently completed academic year before renewal, the chartering authority shall consider verifiable data provided by the charter school related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system, for the most recent academic year.

(7) Paragraph (2) and subdivisions (a) and (b) of Section 47607.2 shall not apply to a charter school that is eligible for alternate methods for calculating the state and local indicators pursuant to subdivision (d) of Section 52064.5. In determining whether to grant a charter renewal for such a charter school, the chartering authority shall consider, in addition to the charter school's performance on the state and local indicators included in the evaluation rubrics adopted pursuant to subdivision (c) of Section 52064.5, the charter school's performance on alternative metrics applicable to the charter school based on the pupil population served. The chartering authority shall meet with the charter school during the first year of the charter school's term to mutually agree to discuss alternative metrics to be considered pursuant to this paragraph and shall notify the charter school of the alternative metrics to be used within 30 days of this meeting. The chartering authority may deny a charter renewal pursuant to this paragraph only upon making written findings, setting forth specific facts to support the findings, that the closure of the charter school is in the best interest of pupils.

(d) (1) At the conclusion of the year immediately preceding the final year of the charter school's term, the charter school authorizer may request, and the department shall provide, the following aggregate data reflecting pupil enrollment patterns at the charter school:

(A) The cumulative enrollment for each school year of the charter school's term. For purposes of this chapter, cumulative enrollment is defined as the total number of pupils, disaggregated by race, ethnicity, and pupil subgroups, who enrolled in school at any time during the school year.

(B) For each school year of the charter school's term, the percentage of pupils enrolled at any point between the beginning of the school year and census day who were not enrolled at the conclusion of that year, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils who were enrolled in the charter school the prior school year.

(C) For each school year of the charter school's term, the percentage of pupils enrolled the prior school year who were not enrolled as of census day for the school year, except for pupils who completed the grade that is the highest grade served by the charter school, and the average results on the statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, for any such pupils.

(2) When determining whether to grant a charter renewal, the chartering authority shall review data provided pursuant to paragraph (1), any data that may be provided to chartering authorities by the department, and any substantiated complaints that the charter school has not complied with subparagraph (J) of paragraph (5) of subdivision

(c) of Section 47605 or with subparagraph (J) of paragraph (5) of subdivision (b) of Section 47605.6.

(3) As part of its determination of whether to grant a charter renewal based on the criterion established pursuant to subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may make a finding that the charter school is not serving all pupils who wish to attend and, upon making such a finding, specifically identify the evidence supporting the finding.

(e) Notwithstanding subdivision (c) and subdivisions (a) and (b) of Section 47607.2, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to substantial fiscal or governance factors, or is not serving all pupils who wish to attend, as documented pursuant to subdivision (d). The chartering authority may deny renewal of a charter school under this subdivision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school. The chartering authority may deny renewal only by making either of the following findings:

(1) The corrective action proposed by the charter school has been unsuccessful.

(2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

(f) A charter may be revoked by the chartering authority if the chartering authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any law.

(g) Before revocation, the chartering authority shall notify the charter school of any violation of this section and give the school a reasonable opportunity to remedy the violation, unless the chartering authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils.

(h) Before revoking a charter for failure to remedy a violation pursuant to subdivision (f), and after expiration of the school's reasonable opportunity to remedy without successfully remedying the violation, the chartering authority shall provide a written notice of intent to revoke and notice of facts in support of revocation to the charter school. No later than 30 days after providing the notice of intent to revoke a charter, the chartering authority shall hold a public hearing, in the normal course of business, on the issue of whether evidence exists to revoke the charter. No later than 30 days after the public hearing, the chartering authority shall issue a final decision to revoke or decline to revoke the charter, unless the chartering authority and the charter school agree to extend the issuance of the decision by an additional 30 days. The chartering authority shall not revoke a charter, unless it makes written factual

findings supported by substantial evidence, specific to the charter school, that support its findings.

(i) (1) If a school district is the chartering authority and it revokes a charter pursuant to this section, the charter school may appeal the revocation to the county board of education within 30 days following the final decision of the chartering authority.

(2) The county board of education may reverse the revocation decision if the county board of education determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence. The school district may appeal the reversal to the state board.

(3) If the county board of education does not issue a decision on the appeal within 90 days of receipt, or the county board of education upholds the revocation, the charter school may appeal the revocation to the state board.

(4) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence. The state board may uphold the revocation decision of the school district if the state board determines that the findings made by the chartering authority under subdivision (h) are supported by substantial evidence.

(j) (1) If a county board of education is the chartering authority and the county board of education revokes a charter pursuant to this section, the charter school may appeal the revocation to the state board within 30 days following the decision of the chartering authority.

(2) The state board may reverse the revocation decision if the state board determines that the findings made by the chartering authority under subdivision (h) are not supported by substantial evidence.

(k) If the revocation decision of the chartering authority is reversed on appeal, the agency that granted the charter shall continue to be regarded as the chartering authority.

(l) During the pendency of an appeal filed under this section, a charter school whose revocation proceedings are based on paragraph (1) or (2) of subdivision (f) shall continue to qualify as a charter school for funding and for all other purposes of this part, and may continue to hold all existing grants, resources, and facilities, in order to ensure that the education of pupils enrolled in the school is not disrupted.

(m) Immediately following the decision of a county board of education to reverse a decision of a school district to revoke a charter, all of the following shall apply:

(1) The charter school shall qualify as a charter school for funding and for all other purposes of this part.

(2) The charter school may continue to hold all existing grants, resources, and facilities.

(3) Any funding, grants, resources, and facilities that had been withheld from the charter school, or that the charter school had otherwise been deprived of use, as a result of the revocation of the charter, shall be immediately reinstated or returned.

(n) A final decision of a revocation or appeal of a revocation pursuant to subdivision (f) shall be reported to the chartering authority, the county board of education, and the department.

(o) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

(Amended by Stats. 2020, Ch. 24, Sec. 44. (SB 98) Effective June 29, 2020.)



State of California EDUCATION CODE Section 47607.2

47607.2. (a) (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(2) Notwithstanding paragraph (1), if the two consecutive years immediately preceding the renewal decision include the 2019–20 school year, the chartering authority shall not renew a charter if either of the following apply for two of the three years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

(3) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.

(4) The chartering authority shall consider the following factors, and may renew a charter that meets the criteria in paragraph (1) or (2) only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority until June 30, 2025, for a charter school pursuant to this subdivision, operating on or before June 30, 2020, only for the charter school's next two subsequent renewals.

(6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years.

(b) (1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data, as defined in subdivision (c).

(5) Verified data, as defined in subdivision (c), shall be considered by the chartering authority for the next two subsequent renewals until January 1, 2026, for a charter school pursuant to this paragraph.

(6) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraphs (2) and (3), that its decision provided greater weight to performance on measurements of academic performance.

(7) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

(c) (1) For purposes of this section, "verified data" means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

(2) By January 1, 2021, the state board shall establish criteria to define verified data and identify an approved list of valid and reliable assessments that shall be used for this purpose.

(3) No data sources other than those adopted by the state board pursuant to paragraph (2) shall be used as verified data.

(4) Notwithstanding paragraph (3), a charter school under consideration for renewal before the state board's adoption pursuant to paragraph (2) may present data consistent with this subdivision.

(5) Adoption of the criteria pursuant to this subdivision shall not be subject to the requirements of the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code).

(6) The state board may adopt and make necessary revisions to the criteria in accordance with the requirements of the Bagley-Keene Open Meeting Act (Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code).

(7) Upon adoption of a pupil-level academic growth measure for English language arts and mathematics, the state board may reconsider criteria adopted pursuant to this subdivision.

(d) This section shall remain in effect only until January 1, 2026, and as of that date is repealed.

(Amended (as added by Stats. 2019, Ch. 486, Sec. 8) by Stats. 2020, Ch. 24, Sec. 45. (SB 98) Effective June 29, 2020. Repealed as of January 1, 2026, by its own provisions. See later operative version added by Sec. 9 of Stats. 2019, Ch. 486.)



State of California EDUCATION CODE Section 47605.6

47605.6. (a) (1) In addition to the authority provided by Section 47605.5, a county board of education may also approve a petition for the operation of a charter school that operates at one or more sites within the geographic boundaries of the county and that provides instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. A petition for the establishment of a countywide charter school pursuant to this subdivision may be circulated throughout the county by any one or more persons seeking to establish the charter school. The petition may be submitted to the county board of education for review after either of the following conditions is met:

(A) The petition is signed by a number of parents or guardians of pupils residing within the county 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 and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.

(B) The petition is signed by a number of teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation and each of the school districts where the charter school petitioner proposes to operate a facility has received at least 30 days' notice of the petitioner's intent to operate a charter school pursuant to this section.

(2) An existing public school shall not be converted to a charter school in accordance with this section.

(3) After receiving approval of its petition, a charter school that proposes to establish operations at additional sites within the geographic boundaries of the county board of education shall notify the school districts where those sites will be located. The charter school shall also request a material revision of its charter by the county board of education that approved its charter and the county board of education shall consider whether to approve those additional locations at an open, public meeting, held no sconer than 30 days following notification of the school districts where the sites will be located. If approved, the location of the approved sites shall be a material revision of the charter school's approved charter.

(4) A petition shall include a prominent statement indicating that a signature on the petition means that the parent or guardian is meaningfully interested in having their child or ward attend the charter school, or in the case of a teacher's signature, means that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition.

(b) No later than 60 days after receiving a petition, in accordance with subdivision (a), the county board of education shall hold a public hearing on the provisions of the charter, at which time the county board of education shall consider the level of support for the petition by teachers, parents or guardians, and the school districts where the charter school petitioner proposes to place school facilities. Following review of the petition and the public hearing, the county board of education shall either grant or deny the charter within 90 days of receipt of the petition. However, this date may be extended by an additional 30 days if both parties agree to the extension. A petition is deemed received by the county board of education for purposes of commencing the timelines described in this subdivision when the petitioner submits a petition, in accordance with subparagraph (A) or (B) of paragraph (1) of subdivision (a), to the county office of education. The county board of education shall publish all staff recommendations, including the recommended findings, regarding the petition at least 15 days before the public hearing at which the county board of education will either grant or deny the charter. At the public hearing at which the county board of education will either grant or deny the charter, petitioners shall have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings. A county board of education may impose any additional requirements beyond those required by this section that it considers necessary for the sound operation of a countywide charter school. A county board of education may grant a charter for the operation of a charter school under this part only if it is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. The county board of education shall deny a petition for the establishment of a charter school if it finds one or more of the following:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

(3) The petition does not contain the number of signatures required by subdivision (a).

(4) The petition does not contain an affirmation of each of the conditions described in subdivision (e).

(5) The petition does not contain reasonably comprehensive descriptions of all of the following:

(A) (i) The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs.

The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

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

(iii) If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.

(iv) If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.

(B) 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 charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.

(C) 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.

(D) The location of each charter school facility that the petitioner proposes to operate.

(E) 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.

(F) The qualifications to be met by individuals to be employed by the charter school.

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

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

(H) The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.

(I) The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved.

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of

the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(K) The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

(L) The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.

(M) Admission policy and procedures, consistent with subdivision (e).

(N) The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

(O) The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school.

(P) 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 public records.

(6) A declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).

(7) Any other basis that the county board of education finds justifies the denial of the petition.

(c) A county board of education that approves a petition for the operation of a countywide charter may, as a condition of charter approval, enter into an agreement with a third party, at the expense of the charter school, to oversee, monitor, and report to the county board of education on the operations of the charter school. The county board of education may prescribe the aspects of the charter school's operations to be monitored by the third party and may prescribe appropriate requirements regarding the reporting of information concerning the operations of the charter school to the county board of education.

(d) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

(2) Charter schools shall on a regular basis consult with their parents and teachers regarding the charter school's educational programs.

(e) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against

any pupil on the basis of ethnicity, national origin, gender, gender identity, gender expression, or disability. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or guardian, within this state.

(2) (A) A charter school shall admit all pupils who wish to attend the charter school.

(B) If the number of pupils who wish to attend the charter school exceeds the charter school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the county except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with all of the following:

(i) Each type of preference shall be approved by the chartering authority at a public hearing.

(ii) Preferences shall be consistent with federal law, the California Constitution, and Section 200.

(iii) Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation.

(iv) In accordance with Section 49011, preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

(C) In the event of a drawing, the county board of education shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the charter school within 30 days if the charter school demonstrates that the pupil had been enrolled in the charter school. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

(4) (A) A charter school shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2).

(B) A charter school shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.

(C) A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in clause (iii) of subparagraph (B) of paragraph (2). This subparagraph shall not apply to actions taken by a charter school pursuant to the procedures described in subparagraph (J) of paragraph (5) of subdivision (b).

(D) The department shall develop a notice of the requirements of this paragraph. This notice shall be posted on a charter school's internet website. A charter school shall provide a parent or guardian, or a pupil if the pupil is 18 years of age or older, a copy of this notice at all of the following times:

(i) When a parent, guardian, or pupil inquires about enrollment.

(ii) Before conducting an enrollment lottery.

(iii) Before disenrollment of a pupil.

(E) (i) A person who suspects that a charter school has violated this paragraph may file a complaint with the chartering authority.

(ii) The department shall develop a template to be used for filing complaints pursuant to clause (i).

(5) Notwithstanding any other law, a charter school in operation as of July 1, 2019, that operates in partnership with the California National Guard may dismiss a pupil from the charter school for failing to maintain the minimum standards of conduct required by the Military Department.

(f) The county board of education shall not require an employee of the county or a school district to be employed in a charter school.

(g) The county board of education shall not require a pupil enrolled in a county program to attend a charter school.

(h) The county board of education shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the charter school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner nominates to serve on the governing body of the charter school.

(i) In reviewing petitions for the establishment of charter schools within the county, the county board of education shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the department under Section 54032, as that section read before July 19, 2006.

(j) Upon the approval of the petition by the county board of education, the petitioner or petitioners shall provide written notice of that approval, including a copy of the petition, to the school districts within the county, the Superintendent, and the state board.

(k) If a county board of education denies a petition, the petitioner shall not elect to submit the petition for the establishment of the charter school to the state board.

(1) (1) Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

(2) The Commission on Teacher Credentialing shall include in the bulletins it issues pursuant to subdivision (k) of Section 44237 to provide notification to local educational agencies of any adverse actions taken against the holders of any commission documents, notice of any adverse actions taken against teachers employed by charter schools. The Commission on Teacher Credentialing shall make this bulletin available to all chartering authorities and charter schools in the same manner in which it is made available to local educational agencies.

(m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to the county office of education, the Controller, and the department by December 15 of each year. This subdivision does not apply if the audit of the charter school is encompassed in the audit of the chartering authority pursuant to Section 41020.

(n) A charter school may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

(o) The requirements of this section shall not be waived by the state board pursuant to Section 33050 or any other law.

(Amended by Stats. 2019, Ch. 543, Sec. 4.5. (AB 1595) Effective January 1, 2020. Operative on July 1, 2020, pursuant to Sec. 13 of Stats. 2019, Ch. 543.)

Home Table of Contents

§ 11966.5. Charter Petitions That Have Not Been Renewed - Submission to County Board of Educati... 5 CA ADC § 11966.5 BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS

Barclays Official California Code of Regulations <u>Currentness</u> Title 5. Education Division 1. California Department of Education Chapter 11. Special Programs Subchapter 19. Charter Schools Article 2. General Provisions

5 CCR § 11966.5

§ 11966.5. Charter Petitions That Have Not Been Renewed - Submission to County Board of Education.

(a) When the governing board of a school district denies a charter school's petition for renewal, the charter school may submit a petition for renewal to the county board of education not later than 30 calendar days after the district governing board makes its written factual findings. The county board of education and the charter petitioner may extend this date by an additional 30 days only by written mutual agreement. A petition for renewal not submitted to the county board of education within this time shall be considered denied with no further options for administrative appeal.

(b) A petition for renewal, whether submitted to the county board of education as the chartering authority or on appeal from denial of the renewal petition by the local governing board, shall be considered by the county board of education upon receipt of the petition with all of the requirements set forth in this subdivision.

(1) Documentation that the charter school meets at least one of the criteria specified in Education Code section 47607(b).

(2) A copy of the renewal charter petition, as denied by the local board, including a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed.

(A) The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(3) When applicable, a copy of the governing board's denial and supporting written factual findings, if available.

(4) A description of any changes to the renewal petition necessary to reflect the county board of education as the chartering entity.

(c)(1) When considering a petition for renewal, the county board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.

(2) The county board of education may deny a petition for renewal of a charter school only if the county board of education makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth, as applicable, in Education Code sections 47605(b) and 47605.6(b), or failure to meet one of the criteria set forth in Education Code section 47607(b).

(d) If within 60 days of a county board of education's receipt of a petition for renewal the county board of education does not grant or deny the petition for the renewal of a charter school, the charter school may submit a petition for renewal to the State Board of Education (SBE). The county board of education and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

(e) If a county board of education denies a petition for renewal of a countywide charter school established under Education Code section 47605.6, the petitioner may not elect to submit the petition for renewal of the countywide charter school to the SBE.

Note: Authority cited: Sections 33031 and 47605, Education Code. Reference: Sections 47605, 47605.6, 47607 and 47607.5, Education Code.

HISTORY

1. New section filed 10-24-2011; operative 11-23-2011 (Register 2011, No. 43).

2. Editorial correction of History 1 (Register 2011, No. 44).

This database is current through 4/16/21 Register 2021, No. 16

5 CCR § 11966.5, 5 CA ADC § 11966.5

CHARTER SCHOOL PETITIONS BP 2400

I. Scope and Purpose

- A. This policy recognizes legislative intent, as to the purposes of charter schools, to provide a method to:
 - 1. Improve pupil learning.
 - 2. Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
 - 3. Encourage the use of different and innovative teaching methods.
 - 4. Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the schoolsite.
 - 5. Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
 - 6. 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.
 - 7. Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (Education Code (Ed. Code), section 47601)
- B. This policy governs the submission of petitions to the Sacramento County Board of Education (Board) for operation of charter schools under the oversight of the Sacramento County Office of Education (SCOE). This policy also governs:
 - 1. Consideration and granting or denial of charter petitions by the Board.
 - 2. Opening and operation of schools under approved charters.
 - 3. Material revisions of an approved charter.
 - 4. Renewal, non-renewal, or revocation of approved charters.

CHARTER SCHOOL PETITIONS BP 2400

- C. This policy applies to three types of charter petitions:
 - Appeals. Petitions that have been denied by the governing board of a school district in Sacramento County and are subsequently submitted to the Board for consideration, per Education Code section 47605(k)(1).
 - 2. SCOE Pupil Populations. Petitions that propose to serve pupils for whom SCOE would otherwise be responsible for providing direct education and related services, per Education Code section 47605.5.
 - Countywide Charters. Petitions to establish a countywide charter school that will operate at one or more sites within Sacramento County to provide instructional services not generally provided by SCOE, and benefit pupils who cannot be served as well by charter schools operating in only one school district, per Education Code section 47605.6.

II. Petition Submission

- A. Through Administrative Rules and Regulations (ARR), the Sacramento County Superintendent of Schools (Superintendent) shall establish procedures for the submission of charter petitions consistent with the requirements of law that address, among other things, the following areas:
 - 1. The requirements for a charter petition.
 - 2. The documents required to complete the petition and to begin the time period for Board consideration of the charter petition.
 - 3. Petition submission procedures.
 - 4. Petition review procedures and standards.
- B. In keeping with Education Code sections 47601(b), 47605(i), and 47605.6(i), the Board encourages all charter petitioners to incorporate comprehensive learning experiences for academically low achieving pupils, and the Board shall give preference to petitions that demonstrate the capacity to do so.

CHARTER SCHOOL PETITIONS BP 2400

III. Petition Review and Consideration

- A. Charter petitions shall be reviewed in accordance with the requirements of law, including the Charter Schools Act, as set forth in Education Code sections 47600, et seq. This review shall be guided by the criteria set forth in California Code of Regulations, title 5, section 11967.5.1 (as operative on November 23, 2011) to the extent that the regulations would be pertinent to county offices of education. The Board will consider the following factors:
 - 1. Whether a petition is consistent with sound educational practice.
 - 2. Whether a petition presents an unsound educational program.
 - 3. Whether charter petitioners are "demonstrably unlikely to successfully implement the program" as referenced in Education Code section 47605(c)(2).
 - 4. Whether the petition includes the affirmation requirements under Education Code section 47605(c)(4).
 - 5. Whether a petition contains a reasonably comprehensive description of the elements specified in Education Code section 47605(c)(5).
 - 6. Whether the petition includes a declaration of whether the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act Government Code section 3540, et seq. The declaration shall recognize that SCOE is an exclusive public school employer and that, therefore, the charter school must be a separate exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, unless this requirement is specifically waived by the Board.
 - 7. For purposes of Education Code sections 47605(c) and 47605(c)(7), in determining whether granting the charter is consistent with the interests of the community or is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate, the Board shall consider the individualized facts and circumstances presented in the charter petition and by the school district. For example, such individualized facts and circumstances may include, but are not limited to:

CHARTER SCHOOL PETITIONS BP 2400

- a. The community that the charter is proposing to serve or where the charter is proposing to locate.
- Evidence that the community is interested in the charter (e.g., data regarding stakeholder engagement and/or outreach; parent signatures; community letters, surveys, or other evidence of support).
- c. Evidence that the charter's proposed academic and other programs are designed or tailored to meet the needs of the community, taking into account school district and/or community demographics, academic needs and/or performance indicators, and/or other characteristics.
- d. Evidence that the proposed charter location will be accessible to pupils and parents.
- e. Evidence demonstrating that the impact of the proposed charter program will or will not substantially undermine existing district services, academic or programmatic offerings.
 - This analysis shall include consideration of the fiscal impact of the proposed charter school.
- f. Evidence demonstrating that the charter will or will not duplicate an existing district program, and the program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.
 - (i) In determining whether a proposed charter will or will not "duplicate" an existing district program, the Board may consider evidence of:
 - whether the district program is comparable in quality to the proposed charter;
 - whether and how the proposed charter program differs from the district program;
 - unique or innovative instructional approaches that are not currently available in the district or community;
 - whether the district program is accessible to all pupils who wish to attend.

CHARTER SCHOOL PETITIONS BP 2400

- 8. In determining whether the school district is not positioned to absorb the fiscal impact of the proposed charter school, the Board shall consider the fiscal condition of the school district as specified in section 47605(c)(8). If the charter school is subject to rebuttable presumption of denial, the Board will consider the individualized facts and circumstances presented by the petitioner and the school district to determine whether the presumed denial is sustained or rebutted. (Ed. Code, § 47605(c)(8).)
- 9. For purposes of evaluating countywide charter petitions, references to provisions of Education Code section 47605 shall instead be deemed to be references to corresponding provisions of Education Code section 47605.6, to the extent applicable.
- B. SCOE ARR provisions related to review and consideration of petitions shall include guidance to petitioners as to the factors SCOE staff will consider in determining whether petitions meet applicable standards.
- C. In addition to the above requirements, petitions to establish countywide charter schools under Education Code section 47605.6 must demonstrate the following to be approved:
 - 1. The educational services offered are services to a pupil population that will benefit from those services.
 - 2. The pupils proposed to be served cannot be served as well by a charter school that operates in only one school district in the county.
 - 3. The charter school has a reasonable justification for why it could not be established by a petition to a school district pursuant to Education Code section 47605.

IV. Petition Hearing Procedures

- A. In the case of an appeal, after the SCOE staff reviews and recommendations are complete, the document(s) shall be made available to the petitioners and to representatives of the district that denied the charter at the same time or soon after the recommendations are provided to the Board and as required by Education Code section 47605(b).
- B. In the case of a SCOE pupil population petition or a countywide charter petition, after SCOE staff review and recommendations are complete, the document(s) shall be made available to the petitioners and to representatives of every district in the County at the same time or soon after the recommendations are provided to the Board and as required by Education Code sections 47605.5 or 47605.6.

CHARTER SCHOOL PETITIONS BP 2400

- C. The Board is committed to a charter hearing process that considers input from petitioners, stakeholders, and the community, while providing sufficient opportunity for meaningful discussion and deliberation by the Board. To help achieve these goals, Board meetings at which charter petitions are considered may be expected to last longer than usual and/or may be scheduled at mutually convenient alternative times.
- D. The Board will hold a public hearing, consider, and grant or deny a charter petition within the time periods required by law. (Ed. Code, §§ 47605, 47605.5, 47605.6) The Board will strive to hold the public hearing and decide a charter appeal in one meeting within 60 days of receiving a completed charter appeal. However, the Board may take up to 90 days to issue its decision, depending upon factors such as when the charter appeal is submitted, exigent circumstances, or other factors. The decision date may be further extended by mutual agreement of the parties.
- E. At the hearing in which the Board will grant or deny the charter (decision hearing), petitioners shall have equivalent time and procedures to present in response to the SCOE staff's presentation of its recommendations and findings.
- F. For charter appeals, the school district that denied the original charter petition will have a reasonable opportunity to present at the charter decision hearing.
- G. Before the decision hearing, the Board will consult with and notify the parties of a reasonable total time allotment for presentations by petitioner and its employees, and the school district(s) and its employees. Neither of these presentations shall exceed 30 minutes, except in unique circumstances.
- H. Parents, students, and community members will have an opportunity to comment on charter petitions under the Board's public participation guidelines. (See Board Bylaw 9370)

V. Opening, Operating, Accountability, and Oversight

- A. Before receiving an advance apportionment or opening and operating a charter school, a charter petitioner that has been approved by the Board shall demonstrate the following:
 - 1. That it has secured an appropriate facility for the operation of the program described in the charter petition.

CHARTER SCHOOL PETITIONS BP 2400

- 2. That it has been accepted as a member of a SELPA for the purposes of providing special education services as required by law. In order to avoid or minimize potential delays, charter petitioners are encouraged to apply for SELPA membership before or at the same time they submit their charter petition to the Board.
- That it has agreed in writing to provide and be responsible for all special education services required by law and to hold harmless, defend, and indemnify the Board, Superintendent, and SCOE from any liability arising from its responsibility to provide such special education services.
- 4. Approval of an acceptable Memorandum of Understanding (MOU) between the charter, Board, and Superintendent that establishes expectations for charter operations, performance, accountability, and oversight.
- 5. That it has satisfied any other conditions that have been approved by the Board, upon recommendation by the Superintendent.
- 6. Unless specifically extended by the Board, the petitioner shall satisfy these requirements by July 1 of the school year specified in the Board's approval action and must be in operation on or before September 30 of the year specified in the Board's approval action.
- B. If the petitioner fails to meet the requirements set forth in subdivision A, after notice to the Board, the Superintendent on behalf of the Board shall notify the California Department of Education that the school has ceased operations, as required by Education Code section 47604.32(e)(3).
- C. Through the MOU between the charter school, Board, and Superintendent, the Board shall ensure that the proposed charter contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include fiscal accountability systems as well as clear performance standards and multiple measures by which the charter school will be held accountable for meeting its educational and other goals for pupils. Charter schools shall provide an annual report, and other reports as requested by the Board, Superintendent, or designee. (Ed. Code, §§ 47604.32, 47604.33, 47604.4 and 47613.)
CHARTER SCHOOL PETITIONS BP 2400

VI. Material Revisions

Charter petition appeals containing new or different material terms as defined in Education Code section 47605(k), shall be remanded to the school district governing board for reconsideration.

Material revisions to a charter that has already been approved by the Board may be made only with the written approval of the Board, and shall be governed by the same standards and criteria that apply to new charter school petitions as set forth in Education Code sections 47605 and 47605.6.

VII. Renewal, Non-Renewal, or Revocation

- A. Through ARR, the Superintendent shall specify procedures and timelines for charter schools operated under the oversight of SCOE:
 - 1. To apply for renewal; or, if applicable,
 - 2. To be proposed by SCOE staff for revocation.
- B. Renewal shall be governed by Education Code section 47607, et seq. and, as applicable, the evaluation criteria set forth in Section III A.1-6 of this policy, and applicable ARR.
- C. If non-renewal is recommended by the Superintendent, the recommendation shall include each reason for non-renewal with the factual findings supporting that reason enumerated.
- D. Revocation shall be governed by Education Code section 47607, et seq.
 - 1. A charter may be revoked if the Board finds, through a showing of substantial evidence, that the charter school:
 - a. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
 - b. Failed to meet or pursue any of the pupil outcomes identified in the charter.
 - c. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
 - d. Violated any law.

CHARTER SCHOOL PETITIONS BP 2400

- 2. "Substantial evidence," within the meaning of Education Code section 47607, shall be evidence that:
 - a. Demonstrates that the violation was material.
 - b. Supports revocation when viewed as a whole, in light of all relevant information.
 - c. Demonstrates that the violation actually occurred.
 - d. Was not cured by the charter school during its reasonable opportunity to remedy the violation.
- E. If revocation is recommended by the Superintendent, the recommendation shall include each reason for revocation with the substantial evidence supporting that reason enumerated.

Legal References:

EDUCATION CODE

41365 Charter school revolving loan fund
44237 Fingerprints and criminal record information
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
46201 Instructional minutes
47600, et seq. Charter Schools Act of 1992
48000 Minimum age of admission (kindergarten)
51745, et seq. Independent Study
56026 Individuals with exceptional needs
56145-56146 Special Education services in charter schools
60600-60649 Assessment of academic achievement

GOVERNMENT CODE

1090, et seq. Conflicts of Interest in Contracts 3540, et seq. Educational Employment Relations Act 54950-54963 Ralph M. Brown Act 6250, et seq. California Public Records Act 81000, et seq. Political Reform Act of 1974

PENAL CODE 667.5 Definition of violent felony 1192.7 Definition of serious felony

CHARTER SCHOOL PETITIONS BP 2400

TITLE 2, CALIFORNIA CODE OF REGULATIONS 18700, et seq. Conflicts of Interest

TITLE 5, CALIFORNIA CODE OF REGULATIONS 11700.1-11705 Independent Study 11960-11969.11 Charter Schools

COURT DECISIONS Wilson v. State Board of Education (App. 1 Distr. 1999) 89 Cal.Rptr.2d 745, 75 Cal.App.4th 1125

ATTORNEY GENERAL OPINIONS 80 Ops.Cal.Atty.Gen. 52 (1997) 78 Ops.Cal.Atty.Gen. 297 (1995) 78 Ops.Cal.Atty.Gen. 253 (1995)

- 04/20/04 Adoption
- 04/20/10 Second Reading and Adoption
- 01/18/11 Second Reading and Adoption
- 06/16/20 Reviewed by Policy Committee
- 07/14/20 First Reading
- 08/11/20 Second Reading and Adoption
- 09/04/20 Distribution

CHARTER SCHOOL PETITIONS ARR 2400

I. General Provisions

These Administrative Rules and Regulations (ARR) pertain to the following types of charter petitions submitted to the Sacramento County Board of Education (Board):

- A. Appeal. Petitions that have been denied by the local governing board of a school district in Sacramento County, and subsequently submitted to the Board for review, per Education Code (Ed. Code, § 47605(k).);
- B. Sacramento County Office of Education (SCOE) Pupil Population. Petitions that propose to serve pupils for whom the SCOE would otherwise be responsible for providing direct education and related services, per Education Code section 47605.5; or
- C. Countywide Charter. Petitions to establish a countywide charter school that will operate at one or more sites within Sacramento County, provide instructional services not generally provided by SCOE, and benefit pupils who cannot be served as well by charter schools operating in only one school district, per Education Code section 47605.6.

These ARR have been developed to carry out Board Policy (BP) 2400. These ARR provide guidance of the factors SCOE staff will consider in determining whether charter school petitions meet applicable standards; the process SCOE staff will use to provide recommendations to the Board regarding the granting or denial of charter petitions; the monitoring and oversight of charter schools under approved charters; and the procedures for renewal, non-renewal, or revocation of approved charters.

II. Charter School Petition Submission and Review Procedures

SCOE's legal department will serve as the first point of contact and liaison for petitioners.

Charter school petitions submitted to the Board will be considered under the legal standards set forth in Education Code section 47600, et seq., and California Code of Regulations, Title 5, sections 11967 and 11967.5.1 (to the extent outlined in BP 2400). Additionally, SCOE staff will follow the guidelines outlined in the Charter School Petition Review Criteria and Tips (attached as Appendices A and B) in making recommendations to the Board.

A. Appeals (Pursuant To Ed. Code, § 47605 (k).)

A charter school petition that has been previously denied by the governing board of a school district may be appealed to the Board. The charter school appeal must be received at SCOE's administrative offices

CHARTER SCHOOL PETITIONS ARR 2400

(10474 Mather Boulevard, Mather, CA 95655) within the legally required deadline. (Ed. Code, § 47605(k).)¹ When filing the charter school petition appeal with the Board, petitioners shall provide the following before the Board will consider the appeal:

- 1. A complete copy of the charter petition as denied by the district governing board, including the signatures required by Education Code section 47605.
- 2. A copy of the governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by Education Code section 47605(c).
- 3. A signed certification of compliance with applicable law.
- 4. A description of any changes to the petition necessary to reflect the Board as the authorizing entity.
- 5. Evidence that copies of all charter appeal documents have also been submitted to the school district. (Ed. Code, § 47605(k).)
- 6. If the Board determines that the petition submitted on appeal contains new or different material terms as defined in Education Code section 47605(k)(1)(A)(iii), the petition will be remanded to the school district for reconsideration. If the district denies the charter petition again, the petition may be re-submitted to the Board on appeal, and must include items 1-5.

The timeline for consideration of the appeal will not commence until items 1-5 are submitted.

In considering charter petitions that have been previously denied by a school district, the Board is not limited to a review based on the reasons for denial stated by the school district, but will review the charter petition under Education Code section 47605(c).

¹ Under applicable law, effective July 1, 2020, petitioners must submit a charter appeal petition within 30 days of the school district governing board's denial. To the extent the law is subsequently amended, the charter appeal will be governed by the law in effect at the time of the charter appeal.

CHARTER SCHOOL PETITIONS ARR 2400

B. SCOE Pupil Population or Countywide Charter Petitions (Pursuant To Ed. Code, §§ 47605.5 and 47605.6.)

A petition for the establishment of a charter school that will serve pupils for whom SCOE would otherwise be responsible for providing direct education and related services must be submitted in the same manner as set forth in Education section 47605, other applicable law, and Board policy.

Petitions to establish a countywide charter school must be submitted as set forth in Education Code section 47605.6, other applicable law, and Board policy.

In addition to the above requirements, petitions to establish countywide charter schools under Education Code section 47605.6 must demonstrate the following to be approved:

- 1. The educational services offered are services to a pupil population that will benefit from those services.
- 2. The pupils proposed to be served cannot be served as well by a charter school that operates in only one school district in the county.
- 3. The charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Education Code section 47605.
- C. All Charter School Petitions Must Include The Following:
 - The name, address, and telephone number of the lead charter school petitioner(s) and a signed statement or letter formally applying to the Board for the approval of a charter petition. For a charter appeal, if the proposed charter school includes one or more grade levels not served by the district to which the charter was initially submitted, it must also propose to serve all of the grade levels which are served by the district. (Ed. Code, § 47605(a)(6).)
 - 2. A copy of the charter school petition must be attached to the form and signatures provided by either:
 - a. A number of parents or 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. Parents/guardians signing the petition must have one or more

CHARTER SCHOOL PETITIONS ARR 2400

children who are age appropriate for the proposed charter school and must state the number of such children on the petition. The petition must include a prominent statement that a signature on the petition means that the parent or guardian is meaningfully interested in having his/her child, or ward, attend the charter school; or Education Code sections 47605(a)(1)(A), 47605(a)(3), 47605.6(a)(1)(A), and 47605.6(a)(4).

b. A number of validly credentialed teachers that is equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation. The petition must include a prominent statement that a signature on the petition means that the teacher is meaningfully interested in teaching at the charter school. (Ed. Code, §§ 47605(a)(1)(B) and 47605.6(a)(1)(B).) SCOE will review Commission on Teacher Credentialing records to confirm that teachers signing the petition are validly credentialed.

In the case of a petition for the establishment of a charter school through the conversion of an existing public school, the petition must be signed by not less than 50 percent of the permanent status teachers currently employed at the public school to be converted. (Ed. Code, § 47605(a)(2).)

- 3. A description of how the proposed charter will serve the interests of the community in which the charter school proposes to locate, and how it will serve the academic needs of its proposed pupils. (Ed. Code, § 47605(c)(7).)
- 4. A detailed, complete operational budget as described in Appendix A.
- 5. A thorough description of the education, work experience, credential, degrees and certifications of the individuals comprising, or proposed to comprise, the administration of the proposed charter school, including the directors, Board members, administrators, and managers.
- 6. The bylaws, articles of incorporation and other management documents, as applicable, governing, or proposed to govern the charter school. The information in this section should specify that the charter school will be subject to the Brown Act, Public Records Act, Political Reform Act, Government Code section 1090, and any other governance or public meeting requirements applicable to charter schools as specified in Education Code section 47604.1.

CHARTER SCHOOL PETITIONS ARR 2400

- 7. An affirmation that meets the requirements of Education Code sections 47605(d) or 47605.6(e).
- 8. If available, the address and a description of the charter school facility or facilities, together with such documentation sufficient to provide reasonable evidence that the charter school facility is safe, habitable, well-suited for educational purposes, and that the applicant has secured or has reasonable assurance of securing the facility for use by the charter school. If a specific facility has not yet been secured, at a minimum, petitioners must provide a description of the type of facility the school needs, the number of rooms and amount of space (by square foot) needed, the estimated cost of rent and tenant improvements, and a list of potential facilities under consideration.
- 9. Opening a charter school does not require the use of venders or contractors. However, if the Petitioners intend to use venders or contractors to perform essential functions of the charter school (e.g., finances, human resources, educational programming, special education, etc.), the petition should include a list of venders and contractors whom the charter school has engaged for the purpose of developing, operating and/or evaluating the charter school, together with a description of their qualifications.
- 10. The petitioners must provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, SCOE, and the Board. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. (Ed. Code, §§ 47605(h) and 47605.6(h).)
- 11. The petition must also demonstrate that the charter school shall meet all applicable state and federal accountability requirements.
- As described more fully in Appendix A, reasonably comprehensive descriptions of the items listed in Education Code sections 47605(c)(5)(A)-(O) and 47605.6(b)(5)(A)-(P) or any subsequently implemented provisions of the Charter Schools Act of 1992.

CHARTER SCHOOL PETITIONS ARR 2400

D. General Submission and Review Guidelines Applicable to All Charter Petitions

Petitioners seeking approval to commence the operation of a districtauthorized charter school under Education Code section 47605 at the start of a school year are encouraged to submit the charter petition to the district Board by the beginning of the prior school year, so as to allow time to pursue if necessary the appeal process of the county and the state. Petitioners seeking approval to commence the operation of a countyauthorized charter school at the start of a school year under Education Code sections 47605.5 or 47605.6 are encouraged to submit the charter petition to the Board by the beginning of the prior school year.

SCOE staff will review the petition, using the criteria described in Appendices A and B.

SCOE staff may, but are not required to, inform charter school petitioners of general deficiencies within the charter petition. However, SCOE staff will not provide any specific language to be included in a charter petition. Staff will prepare proposed findings of fact for recommendation to the Board. Prior to the Board meeting at which the petition is to be considered, a copy of the proposed findings of fact will be provided to the charter school petitioners and to representatives of the district that denied the charter, or, in the case of a SCOE pupil population or countywide charter petition, to representatives of every district in the county.

III. Right of Charter Petitioner to Appeal to the State Board of Education

If the Board denies a charter appeal or a petition that proposes to serve pupils for whom SCOE would otherwise be responsible for providing direct education and related services, the petitioners may submit the petition to the State Board of Education for consideration. (Ed. Code, §§ 47605(k) and 47605.5.)

If the Board denies a countywide charter petition, the petitioner may not submit the petition to the State Board of Education for consideration. (Ed. Code, § 47605.6(k).)

IV. Monitoring and Oversight of Approved Charters

Approved charter schools are subject to monitoring and oversight pursuant to applicable law, including but not limited to Education Code sections 47604.32, 47604.33, 47604.4 and 47613.

In order to hold the charter school accountable for fulfilling the terms of its charter, an approved Memorandum of Understanding (MOU) between the Board, the Sacramento County Superintendent of Schools (Superintendent), and charter petitioner will be

CHARTER SCHOOL PETITIONS ARR 2400

required before the charter school is permitted to open and operate. The MOU will establish expectations for charter school operations, accountability, and oversight.

The Board has supervisorial oversight responsibilities over its authorized charter schools. In order to carry out such responsibilities the Board through the Superintendent, or designee, may inspect or observe any part of a charter school at any time.

On behalf of the Board, SCOE's supervisorial oversight responsibilities shall include, but are not limited to, the following:

- A. Identifying at least one staff member as a contact person for charter schools.
- B. Visiting each charter school at least annually.
- C. Ensuring that each charter school under its authority complies with all reports required of charter schools by law.
- D. Monitoring the fiscal condition of each charter school under its authority.
- E. Providing timely notification to the California Department of Education (CDE) if any of the following circumstances occur or will occur with regard to a charter school for which it is the chartering authority:
 - 1. A renewal of the charter is granted or denied.
 - 2. The charter is revoked.
 - 3. The charter school will cease operation for any reason.

The Board may appoint a representative to serve on the board of directors of charter schools operated by nonprofit benefit corporations, and the corporation shall confer upon the Board's appointee all rights and responsibilities exercised by any other director of the corporation. (Ed. Code, § 47604; Corp. Code, § 5047.)

A charter school must promptly respond to all reasonable inquiries, including but not limited to, inquiries regarding its financial records, staff qualifications, pupil progress toward charter school goals and objectives, pupil progress on state mandated assessments, and compliance with state and federal requirements.

Charter school officials must be available to consult with the Superintendent or designee, SCOE, and the Board if necessary regarding any inquiries.

The Superintendent, or designee, shall inspect, not less often than annually, documents on file at the charter school which shall verify that all teachers at the school

VIII.B.64.

CHARTER SCHOOL PETITIONS ARR 2400

are appropriately credentialed within the requirements of Education Code sections 47605(I) or 47605.6(I).

SCOE shall charge, and the charter school shall pay for the actual costs of monitoring and supervision pursuant to applicable law. (Ed. Code, § 47613.)

A charter school shall annually prepare and submit to the Superintendent the reports specified in Education Code section 47604.33. A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the Superintendent by December 15 of each year.

The Superintendent, or designee, shall examine, not less than annually, the audit report of the charter school, and shall, not less than annually, examine the general operation of the charter school. The Superintendent will promptly report to the Board any instance in which the charter school has committed any of the violations for which a charter school may be revoked, as described in Section VI of these rules and regulations.

V. Material Revisions of an Approved Charter

If the Board determines that a charter petition appeals contains new or different material terms as defined in Education Code section 47605(k), the charter petition shall be remanded to the school district governing board for reconsideration.

Material revisions to a charter petition that has already been approved by the Board may be made only with the written approval of the Board, and shall be governed by the same standards and criteria that apply to new charter school petitions as set forth in Education Code sections 47605 and 47605.6.

VI. Potential Revocation of Approved Charter Petitions

A charter may be revoked by the Board under the provisions of Education Code section 47607, if, based on evidence presented by the Superintendent, SCOE, or other sources, the Board finds that the charter school did any of the following:

- A. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter petition.
- B. Failed to meet or pursue any of the pupil outcomes identified in the charter petition.
- C. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement.
- D. Violated any law.

VIII.B.65.

CHARTER SCHOOL PETITIONS ARR 2400

If the charter school committed any of the violations described above, the Superintendent or designee, on the Board's behalf, shall notify the charter school in writing of its intent to revoke the charter and shall provide the school reasonable opportunity to cure the violation. However, if the Board determines that the violation constitutes a severe and imminent threat to the health or safety of pupils, such notification and opportunity to cure need not be provided.

After a reasonable period, if satisfactory evidence is not presented to the Board that the violation has been cured, the Board may revoke the charter effective at such date as the Board determines appropriate.

Upon evidence satisfactory to the Board that the violation has been cured, the Board shall rescind the notice of intent to revoke.

VII. Charter Renewals

Charter petition renewals shall be governed by Education Code sections 47607, et seq., 47605 and 47605.6 and, as applicable, the evaluation criteria set forth in this ARR. A summary of statutory renewal standards is outlined in Appendix C. To the extent that charter renewal standards are later updated, renewal will be governed by currently applicable law.

Written notice from a charter school that it wants to renew its charter should ideally be submitted at the beginning of the school year during which the charter will expire and, unless other arrangements are made in writing with SCOE, must be received no later than 180 days prior to the expiration of the charter. The Board will review the renewal petition under applicable legal standards, and will conduct a public hearing to receive input on whether or not to renew the charter and to either grant or deny renewal.

04/20/04	Approved by the Board of Education and Administrative Cabinet
10/19/10	Reviewed by Policy Committee
11/22/10	Approved by Administrative Cabinet
01/18/11	Reviewed by Board as an Information Item
06/16/20	Reviewed by Policy Committee
07/28/20	Approved by Superintendent's Cabinet
08/11/20	Reviewed by the Board of Education
09/01/20	Approved by Superintendent's Cabinet
09/15/20	Reviewed by the Board of Education
09/18/20	Distributed

CHARTER SCHOOL PETITIONS

ARR 2400 – Appendix A

Criteria for the Review of Charter School Petitions and Charter School Renewal Petitions by the Sacramento County Board of Education (Board).

- A. For purposes of Education Code section 47605(c), a charter petition shall be "consistent with sound educational practice" if, in the BOARD's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every pupil who might possibly seek to enroll in order for the charter to be granted by the BOARD.
- B. For purposes of Education Code section 47605(c)(1), a charter petition shall be "an unsound educational program" if it is any of the following:
 - 1. A program that involves activities that the BOARD determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.
 - 2. A program that the BOARD determines not to be likely to be of educational benefit to the pupils who attend.
 - 3. If the petition is for renewal of a charter school, and either the charter school has not met the standards for renewal pursuant to Education Code section 47607, et seq., as applicable, or the charter school has not met the measurable pupil outcomes as described in its charter.
- C. For purposes of Education Code section 47605(c)(2), the BOARD shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program."
 - If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the BOARD regards as unsuccessful, e.g., the petitioners have been associated with a charter school or private school that has ceased operations for reasons within the petitioner's control, has been revoked, has violated its charter or other legal requirements, or has engaged in fiscal mismanagement or malfeasance.
 - 2. The petitioners are unfamiliar in the BOARD's judgment with the content of the petition or the requirements of law that would apply to the proposed charter school.
 - 3. The petitioners have presented an unrealistic financial and operational plan for the proposed charter school. An unrealistic financial and operational plan is one to which any or all of the following applies:
 - a. In the area of administrative services, the charter or supporting documents do not adequately:

VIII.B.67.

- (1) Describe the structure for providing administrative services, including, at a minimum, personnel transactions, accounting and payroll that reflects an understanding of school business practices and expertise to carry out the necessary administrative services, or a reasonable plan and time line to develop and assemble such practices and expertise.
- (2) For any contract services, describe criteria for the selection of a contractor or contractors that demonstrate necessary expertise and the procedure for selection of the contractor or contractors.
- b. In the area of financial administration, the charter or supporting documents do not adequately:
 - (1) Include, at a minimum, the first-year operational budget, start-up costs, and cash flow, and financial projections for the first three years.
 - (2) Include in the operational budget reasonable estimates of all anticipated revenues and expenditures necessary to operate the school, including, but not limited to, special education, based, when possible, on historical data from schools or school districts of similar type, size, and location.
 - (3) Include budget notes that clearly describe assumptions on revenue estimates, including, but not limited to, the basis for average daily attendance estimates and staffing levels.
 - (4) Present a budget that in its totality appears viable, and over a period of no less than two years of operations, provides for the amassing of a reserve equivalent to that required by law for a school district of similar size to the proposed charter school.
 - (5) Demonstrate an understanding of the timing of the receipt of various revenues and their relative relationship to timing of expenditures that are within reasonable parameters, based, when possible, on historical data from schools or school districts of similar type, size, and location.
- c. In the area of insurance, the charter and supporting documents do not adequately provide for the acquisition of and budgeting for general liability, workers compensations, and other necessary insurance of the type and in the amounts required for an enterprise of similar purpose and circumstance.
- d. In the area of facilities, the charter and supporting documents do not adequately:
 - Describe the types and potential location of facilities needed to operate the size and scope of educational program proposed in the charter.

VIII.B.68.

- (2) In the event a specific facility has not been secured, provide evidence of the type and projected cost of the facilities that may be available in the location of the proposed charter school.
- (3) Reflect reasonable costs for the acquisition or leasing of facilities to house the charter school, taking into account the facilities the charter school may be allocated under the provisions of Education Code section 47614.
- 4. The petitioners personally lack the necessary background in the following areas critical to the charter school's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in these areas:
 - a. Curriculum, instruction, and assessment.
 - b. Finance and business management.
- D. For purposes of Education Code section 47605(c)(3), a charter petition that "does not contain the number of signatures required by subdivision (a)" of Education Code section 47605 shall be a petition that did not contain the requisite number of signatures at the time of the submission of the original charter to a school district governing board pursuant to Education Code section 47605(a). The BOARD shall not disregard signatures that may be purported to have been withdrawn or to have been determined to be invalid after the petition was denied by the school district. The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.
- E. For purposes of Education Code section 47605(c)(4), a charter petition that "does not contain an affirmation of each of the conditions described in subdivision (e)" of Education Code section 47605 shall be a petition that fails to include a clear, unequivocal affirmation of each such condition, not a general statement of intention to comply. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in Education Code section 47605(e).
- F. For purposes of Education Code section 47605(c)(5), the BOARD shall take the following factors into consideration in determining whether a charter petition does not contain a "reasonably comprehensive" description of each of the specified elements.
 - 1. The description of the educational program of the school, as required by Education Code section 47605(c)(5)(A), at a minimum:
 - a. Indicates the proposed charter school's target pupil population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.
 - b. Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the 21st

century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.

- c. Includes a framework for instructional design that is aligned and accessible to a full range of learners and specifically addresses the needs of the pupils that the charter school has identified as its target pupil population.
- d. Indicates the basic learning environment or environments (e.g., sitebased matriculation, independent study, community-based education, or technology-based education).
- e. Indicates the instructional approach or approaches the charter school will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the core curriculum areas adopted by the BOARD pursuant to Education Code section 60605 and to achieve the objectives specified in the charter.
- f. Indicates how the charter school will identify and respond to the needs of pupils who are not achieving at or above expected levels.
- g. Indicates how the charter school will meet the needs of pupils with disabilities, English learners, pupils achieving substantially above or below grade level expectations, and other special pupil populations.
- h. Specifies the charter school's special education plan, including, but not limited to, the means by which the charter school will comply with the provisions of Education Code section 47641, the process to be used to identify pupils who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for pupils with disabilities, and how the school intends to meet those responsibilities.
- i. Indicates the annual goals for the charter school for all pupils and for each subgroup of pupils identified under Education Code section 52052(a), to be achieved in the state priorities described in Education Code section 52060(d), that apply for the grade levels served and the 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.
- Measurable pupil outcomes, as required by Education Code section 47605(c)(5)(B), at a minimum:
 - a. Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by

VIII.B.70.

objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources.

- b. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual pupils and for groups of pupils.
- c. Align with the state priorities, as described in Education Code section 52060(d), that apply for the grade levels served by the charter school.
- d. Shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school as defined in Education Code section 52052(a).
- 3. The method by which pupil progress is to be measured, as required by Education Code section 47605(c)(5)(C), at a minimum:
 - a. Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at a minimum, tools that employ objective means of assessment consistent with paragraph F.2. of these criteria.
 - b. Includes the annual assessment results from any state mandated testing program, currently the California Assessment of Student Performance and Progress (CAASPP).
 - c. Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the charter school's educational program.
 - d. To the extent practicable, the method for measuring pupil outcomes for state priorities must be consistent with the way information is reported on a school accountability report card.
- 4. The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement in supporting the school's effort on behalf of the school's pupils, as required by Education Code section 47605(c)(5)(D), at a minimum:
 - a. Includes evidence that the charter school will comply with the Brown Act, Public Records Act, Political Reform Act, Government Code section 1090, and any other governance or public meeting requirements applicable to charter schools, as currently specified in Education Code section 47604.1.

VIII.B.71.

- b. Includes evidence of the charter school's incorporation as a non-profit public benefit corporation, if applicable.
- c. Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that:
 - (1) The charter school will become and remain a viable enterprise.
 - (2) There will be active and effective representation of interested parties, including, but not limited to parents (guardians).
 - (3) The educational program will be successful.
- 5. The qualifications to be met by individuals to be employed by the school, as required by Education Code section 47605(c)(5)(E), at a minimum:
 - a. Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health, and safety of the school's faculty, staff, and pupils.
 - b. Identify those positions that the charter school regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.
 - c. Specify that the requirements for employment set forth in applicable provisions of law will be met, including, but not limited to credentials as necessary.
- The procedures that the school will follow to ensure the health and safety of pupils and staff, as required by Education Code section 47605(c)(5)(F), at a minimum:
 - a. Require that each employee of the school furnish the school with a criminal record summary as described in Education Code section 44237.
 - b. Include the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
 - c. Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. (See Health & Safety Code § 120325, et seq.)
 - d. Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.
 - e. Provide for school safety procedures required by law for charter schools.

- 7. For purposes of Education Code section 47605(c)(5)(G), the charter petition shall describe a means or plan for recruiting pupils that reflects an intention to achieve a balance of racial and ethnic pupils, pupils with disabilities, and English Learner pupils, including redesignated fluent English proficient pupils, that reflects the general population within the school district or county, as applicable. Recognizing the limitations on admissions to charter schools imposed by Education Code section 47605(e), the means by which the school will achieve such balance shall be presumed to have been met, absent specific information to the contrary.
- To the extent admission requirements are included in keeping with Education Code section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of Education Code section 47605(e) and any other applicable provision of law.
 - a. The charter petition shall include a copy of the charter school's enrollment and lottery application(s).
- 9. 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, as required by Education Code section 47605(c)(5)(I), at a minimum:
 - a. Specify who is responsible for contracting and overseeing the independent audit.
 - b. Specify that the auditor will have experience in education finance.
 - c. Outline the process of providing audit reports to the BOARD, California Department of Education, or other agency as the BOARD may direct, and specifying the time line in which audit exceptions will typically be addressed.
 - d. Indicate the process that the charter school will follow to address any audit findings and/or resolve any audit exceptions.
- 10. The procedures by which pupils can be suspended, expelled, or otherwise involuntarily removed from the charter school for any reason, shall comply with Education Code section 47605(c)(5)(J), and, at a minimum:
 - a. Identify a preliminary list, subject to later revision pursuant to subparagraph (e), of the offenses for which pupils in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which pupils in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which pupils must or may be suspended or expelled in non-charter public schools.

- b. Identify the procedures by which pupils can be suspended, expelled, or involuntarily removed. At a minimum, these procedures shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with Education Code section 47605(c)(5)(J).
- c. Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension, expulsion, or involuntary removal and of their due process rights.
- d. Provide evidence that in preparing the lists of offenses specified in subparagraph (a) and the procedures specified in subparagraphs (b) and (c), the petitioners reviewed the lists of offenses and procedures that apply to pupils attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for pupils, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).
- e. If not otherwise covered under subparagraphs (a), (b), (c), and (d):
 - (1) Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion.
 - (2) Outline how detailed policies and procedures regarding suspension, expulsion, and involuntary removal will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which pupils are subject to suspension, expulsion, or involuntary removal.
- 11. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security, as required by Education Code section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.
- 12. The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by Education Code section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the charter school shall be informed that the pupils has no right to admission in a particular school of any local educational agency (LEA) (or program of any LEA) as a consequence of enrollment in the charter school, except to the extent that such a right is extended by the LEA.

- 13. The description of the rights of any employees 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, as required by Education Code section 47605(c)(5)(M), at a minimum, specifies that an employee of the charter school shall have the following rights:
 - a. Any rights upon leaving the employment of an LEA to work in the charter school that the LEA may specify.
 - b. Any rights of return to employment in an LEA after employment in the charter school as the LEA may specify.
 - c. Any other rights upon leaving employment to work in the charter school and any rights to return to a previous employer after working in the charter school that the BOARD determines to be reasonable and not in conflict with any provisions of law that apply to the charter school or to the employer from which the employee comes to the charter school or to which the employee returns from the charter school.
- 14. The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter, as required by Education Code section 47605(c)(5)(N), at a minimum:
 - a. Include any specific provisions relating to dispute resolution that the BOARD determines necessary and appropriate.
 - b. Describe how the costs of the dispute resolution process, if needed, would be funded.
 - c. Recognize that the BOARD may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter.
 - d. Recognize that if the substance of a dispute is a matter that could result in the taking of appropriate action, including, but not limited to, revocation of the charter in accordance with Education Code section 47607, et seq. the matter will be addressed at the BOARD's discretion in accordance with that provision of law and any regulations pertaining thereto.
- G. For purposes of Education Code section 47605(c)(6), the declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, (Government Code section 3540), shall recognize that SCOE is an exclusive public school employer. Therefore, the charter school must be a separate exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act, unless this requirement is specifically waived by the Board.

- H. For purpose of Education Code section 48905(c)(5)(O), the description of the closure procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing on any net assets and for the maintenance and transfer of pupil records.
- I. A "reasonably comprehensive" description, within the meaning subdivision F of these criteria and Education Code section 47605(c)(5) shall include, but not be limited to, information that:
 - 1. Is substantive and is not, for example, a listing of topics with little elaboration.
 - 2. For elements that have multiple aspects, addresses essentially all aspects the elements, not just selected aspects.
 - 3. Is specific to the charter petition being proposed, not to charter schools or charter petitions generally.
 - 4. Describes, as applicable among the different elements, how the charter school will:
 - a. Improve pupil learning.
 - b. Increase learning opportunities for its pupils, particularly pupils who have been identified as academically low achieving.
 - c. Provide parents, guardians, and pupils with expanded educational opportunities.
 - d. Hold itself accountable for measurable, performance-based pupil outcomes.
 - e. Provide vigorous competition with other public school options available to parents, guardians, and pupils.
 - f. Serve the interests of the community which the charter is proposing to serve, taking into account the school district and/or community demographics, academic needs and/or performance indicators, and/or other characteristics.
 - g. Meet the social and emotional needs of pupils.

CHARTER SCHOOL PETITIONS

ARR 2400 – APPENDIX B

Charter School Petition Review Tips

This Tip Sheet is designed to offer guidance to charter school petitioners filing an appeal or original petition with the Sacramento County Board of Education. Over the course of preparing recommended findings of fact for the County Board, Sacramento County Office of Education (SCOE) staff has found that many petitions lack some critical elements. The County Superintendent and designees suggest that petitioners consider the following tips and ensure that the petition addresses these common oversights before submitting a petition:

Tip No. 1: Realistic Budget Figures.

✓ The budget must align with the programs offered in the petition. Frequently petitions promise programs and classes which lack a corresponding expenditure. For example, if the petition states that the charter school will offer a computer lab, the budget should reflect the costs of the furniture and computer equipment and peripherals along with ongoing costs for staff, utilities, licensing, etc. Additionally, the facility should have space allocated for the lab.

Tip No. 2: Consistency Throughout the Petition.

- ✓ The petition's narrative concerning the programs offered and the timelines in the petition should match with the budget and the program parameters. For example, the number of days referenced for the school year should be consistent with the number of days used to calculate revenues.
- As another example, if the instructional plan lists textbooks to be used in the classroom, the charter budget should include a plan to purchase those textbooks.

Tip No. 3: Use of Realistic Enrollment Patterns.

✓ Frequently, petitions will utilize enrollment figures which assume maximum enrollment on the first day of school with 100% attendance without data support. When estimating the percent of enrolled pupils that attend daily to earn ADA (average daily attendance), the petitioner needs to consider what is reasonable for the expected pupil population. For example, in a high risk population, pupils may attend 65% - 75% of the time, while an average high school population would be 90% - 95% of the time. Additionally, a more realistic estimate of enrollment for purposes of calculating average daily attendance would start with fewer pupils and then grow as the school becomes established. One way to reflect a realistic enrollment pattern would be to include gradual growth that eventually meets the goal enrollment. Petitioners may also demonstrate realistic enrollment figures by documenting recent contact with pupils

(i.e. phone calls to parents to re-confirm meaningful interest in attending), or detailed recruitment plans demonstrating the likelihood of achieving enrollment targets.

(Note: Expenditure patterns (especially in hiring teachers) would follow the same pattern.)

- Tip No. 4: Awareness of Special Education Funding.
 - The petition should reflect an understanding of special education funding which impacts the petition's use of realistic budget figures and the petition's consistency (see Tips 1 and 2 above).
 - ✓ In preparing Recommended Findings of Fact, SCOE staff will consider whether the petitioners are members of a Special Education Local Plan Area (SELPA), or have provided evidence that the charter school has applied for SELPA membership. Because each SELPA has its own unique funding model, the SELPA should be identified at the time of the petition to properly budget and allow staff sufficient information to evaluate special education funding and expenditures.
 - Charter petition budgets should assume that special education expenditures are the same for a charter school as for other public schools.
- Tip No. 5: Awareness of SELPA procedures, timelines, and responsibility for providing the full continuum of special education services.
 - Frequently petitioners have indicated a proposed charter school's intent to provide services through the Sacramento County SELPA, but the petition reflects a lack of clarity related to the SELPA process.
 - ✓ Before opening and operating a charter school approved by the Board, petitioners must demonstrate that the charter school has been accepted as a member of a SELPA for purposes of providing special education services, and that it is capable of providing the full continuum of special education services.
 - ✓ Petitioners should apply for membership in a SELPA before or at the same time they submit their charter petition to the Board (e.g., the Sacramento or El Dorado County Charter SELPA). Petitioners should consult with the SELPA that petitioners will apply to concerning its timelines and acceptance processes.

Tip No. 6: Petition Should Include Sufficient Detail.

Petitions should include specific detail regarding the instructional programs and their implementation in order to predict success and for the Board to have confidence that the charter school has planned for programs that amount to sound educational practice. Use of global ideas, buzz words and concepts without evidence the programs are aligned with state academic content standards or without specific, concrete plans on how to carry out the programs may result in SCOE staff recommending a finding that a sound educational program does not exist. It is important to describe how the plan will meet the needs of all pupils including English Learners and pupils with disabilities. The following is a sample list of program areas that frequently require more information:

- Intervention Program for underperforming pupils
 - o System for identifying, testing and placement of pupils
 - o Schedule of time for intervention: how long, how often
 - o Types of materials used: state-board approved or other
 - Plans for exiting pupils to the core program
 - A specific plan for on-going support, including social and emotional interventions and/or supports.
- Assessment Program
 - Information on whether assessments are curriculum-embedded (taken from state-approved texts) or teacher made. If teacher made, what is the source of the items and how do they correlate to state standards.
 - o Specific details in relation to the three types of assessment:
 - Entry-level tests needed to determine pupil needs prior to instruction
 - Formative tests needed to determine how teachers modify instruction
 - Summative test needed to determine how well pupils have mastered standards
 - Schedule of when major assessments take place
- Instructional Courses
 - Clear description of each course including texts (standards-based) and other materials.
 - Sample of lesson plans and/or pacing guides that match stated goals and objectives.
 - Sample of lesson plans and/or pacing guides that show use of identified curricular programs and assessment.
- Instructional Approaches
 - Clear understanding of the research behind an instructional approach and how it is to be used in supporting pupil achievement of standards.
 - If more than one approach is listed, include a detailed plan on how the approaches will be integrated and implemented.

VIII.B.79.

- Tip No. 7: Address Potential Civil Liability Effects.
 - ✓ Petitioners must address the potential civil liability effects, if any, upon the school, school district, SCOE and the Board. Petitioners should agree to:
 - Hold harmless, defend, and indemnify SCOE, its employees, and the Sacramento County Board of Education from liability arising from the operation of the charter;
 - Secure insurance, such as liability, including educators' legal liability and employment practices liability; workers' compensation; property; bond; and, any additional insurance as may be required by law.
- Tip No. 8: Organize a Charter Petition Appeal to Demonstrate the Packet is Complete.
 - Petitioners are encouraged to include a cover sheet identifying the five items necessary before the Board will consider a charter petition appeal:
 - A complete copy of the charter petition as denied by the district governing board, including the signatures required by Ed. Code, § 47605;
 - A copy of the governing board's action of denial of the petition and the governing board's written factual findings specific to the particular petition, as required by Ed. Code, § 47605(c);
 - o A signed certification of compliance with applicable law; and
 - A description of any changes to the petition necessary to reflect the County Board of Education as the authorizing entity.
 - Evidence that copies of all charter appeal documents have also been submitted to the school district. (Ed. Code, § 47605(k).)
- Tip No. 9: Use Realistic Timelines for Petition Submission and Charter Renewal.
 - ✓ The timeline for opening a new school should take into account SELPA membership application timelines (see Tip No. 5) and other applicable timelines relative to planning and obtaining government funding.
 - ✓ Written notice from a charter school that it is seeking a renewal of its charter must be received no later than 180 days prior to the expiration of the charter (see ARR 2400). Ideally, however, charter schools should submit written requests for renewal at the beginning of the school year during which the charter will expire.

Any questions should be directed to the Sacramento County Office of Education's Legal Office at (916) 228-2500.

CHARTER SCHOOL PETITIONS

ARR 2400 – APPENDIX C – Charter Renewal Summary

SHALL NOT DENY* STREAMLINED RENEWAL	DISCRETIONARY RENEW OR DENY*	SHALL NOT RENEW*
 Two (2) highest performance levels schoolwide on all state indicators; OR Schoolwide performance levels at or higher than state average; and majority of underperforming subgroups exceed state average ** Does not apply to charters qualifying for technical assistance (Ed. Code, § 47607(c).) 	 Consider: Schoolwide and subgroup performance on state and local indicators Academic indicators given most weight Clear, convincing, verifiable data showing measurable gains or strong post-secondary outcomes Deny only if (1) insufficient progress towards standards; (2) closure is in pupils' best interests; and (3) gave most weight to academic performance. (Ed. Code, § 47607.2(b).) 	 Two (2) lowest performance levels schoolwide on all state indicators; OR Schoolwide performance levels at or below state average; and majority of underperforming subgroups below state average **SECOND LOOK (1) meaningful steps to address low performance; and (2) clear, convincing, verifiable data showing measurable gains or strong post-secondary outcomes (Ed. Code, § 47607.2(a).)
5-7 YEAR RENEWAL	5-YEAR DENIAL RENEWAL	2-YEAR DENIAL RENEWAL

* Renewal also may be denied due to substantial fiscal or governance factors, or if charter is not serving all pupils who wish to attend.

RECEIVED SACRAMENTO COUNTY OFFICE OF EDUCATION

2021 APR 12 AM 11:25

ADMINISTRATION



FORTUNE SCHOOL CHARTER RENEWAL

CHARTER SCHOOL NETWORK OF REX AND MARGARET FORTUNE SCHOOL OF EDUCATION

Presented to: SACRAMENTO COUNTY BOARD OF EDUCATION Sacramento, California

Charter Renewal Term: July 1, 2021 - June 30, 2026

VIII.B.82.

TABLE OF CONTENTS

AFFIRMATIONS AND DECLARATIONS	3
A. EDUCATIONAL PHILOSOPHY AND PROGRAM	5
B. MEASURABLE STUDENT OUTCOMES	42
C. METHOD BY WHICH PUPIL PROGRESS IS MEASURED	67
D. LOCATION OF EACH CHARTER SCHOOL FACILITY	67
E. FOUNDERS AND GOVERNANCE STRUCTURE	68
F. EMPLOYEE QUALIFICATIONS	73
G. HEALTH AND SAFETY	74
H. STUDENT POPULATION BALANCE	79
I. INDEPENDENT FINANCIAL AUDITS	80
J. DISCIPLINE, SUSPENSION/EXPULSION PROCEDURES	80
K. RETIREMENT SYSTEMS	90
L. DISPUTE RESOLUTION	91
M. STUDENT ADMISSION AND ATTENDANCE POLICIES	93
N. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	96
O. RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES	96
P. CLOSURE PROCEDURES	96
FINANCIAL PLANNING, REPORTING AND ACCOUNTABILITY	98
ADMINISTRATIVE SERVICES	100
POTENTIAL CIVIL LIABILITY FEFECTS	100

	100
GENERAL PROVISIONS OF THE PROPOSED CHARTER	101

APPENDICES

- I. Finding of Facts
- II. Bell Schedule
- III. Academic Calendar
- IV. Local Control and Accountability Plan Annual Update
- V. Learning Continuity and Attendance Plan
- VI. Articles of Incorporation
- VII. Corporate Bylaws / 501(c)(3) Status Document
- VIII. Conflict of Interest Code
- IX. Organizational Chart / Job Descriptions
- X. Salary Schedule
- XI. Budget
- XII. Audit Report
- XIII. Student Enrollment Application
- XIV. Discipline Matrix
- XV. Charter School Complaint Form
- XVI. English Language Arts Pacing Guides
- XVII. Mathematics Pacing Guides
- XVIII. Sample Elementary Lesson with ELD Support

AFFIRMATIONS AND DECLARATION

Fortune School (the "Charter School"), operated by Fortune School of Education ("FSE"), authorized by the Sacramento County Board of Education ("SCBOE"), with oversight by the Sacramento County Office of Education ("SCOE") will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

• The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605.6(d)(1)]

• Fortune School of Education declares that it shall be deemed the exclusive public school employer of the employees of Fortune School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605.6(b)(6)]

• The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605.6(e)(1)]

• The Charter School shall not charge tuition. [Ref. Education Code Section 47605.6(e)(1)]

• The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. Education Code Section 47605.6(e)(2)(A)-(C)]

• The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]

• The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

• The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1($f_{1}(5)(C)$]

• Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

• The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

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

• If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605.6(e)(3)]

• The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605.6(n)]

• The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

• The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605.6(d)]

• The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605.6 and 47605.1]

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

• The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

• The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1.

• The Charter School shall comply with the Political Reform Act.

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

A. EDUCATIONAL PHILOSOPHY AND PROGRAM

"The educational program of the charter school, designed, among other things, to identify those pupils whom the charter school is attempting to educate, what it means to be an 'educated person' in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners."

-California Education Code section 47605.6(b)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

-California Education Code section 47605.6(b)(5)(A)(ii)

"If the proposed charter school will enroll high school pupils, the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools."

-California Education Code section 47605.6(b)(5)(A)(iii)

"If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause."

-California Education Code section 47605.6(b)(5)(A)(iv)

<u>Mission</u>

To graduate high achieving students of good character prepared for college and citizenship in a democratic society.

Educational Philosophy

An Educated Person in the 21st Century

Being an educated person in the 21st Century means to have a high level of academic mastery as well as critical thinking and problem-solving skills that will provide opportunities and preparation for college and career. Fortune School promotes students with the highest levels of academic achievement and character. These academic and life skills give students the tools to meet the educational, professional and personal challenges of the 21st century.

How Learning Best Occurs

Fortune School adheres to The Five Pillars originally developed by KIPP (Knowledge Is Power Program). The Five Pillars guide the operation of Fortune School and serve as the values by which administrators, faculty and staff serve and interact with scholars. The Five Pillars are the framework for the innovative program design that distinguishes Fortune School from other schools in the region.

Fortune School's Five Pillars

- 1. **High Expectations** We have high expectations for academic achievement and conduct that are clearly designed, measurable and make no excuses based on the background of the students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.
- 2. **Choice and Commitment** Students, their parents and staff choose to participate in the program. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required for success.
- 3. **More Time** We know that there are no shortcuts when it comes to success in academics and life. With an extended school day, week and year; students, teachers, school leaders, parents and staff dedicate more time. This ensures that students acquire the knowledge and skills that prepare them for competitive colleges, as well as opportunities to engage in diverse extracurricular activities.
- 4. Focus on Results We focus relentlessly on high student performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Students are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.
- 5. **Citizenship** We strongly believe that the measure of a person's success is in what he or she gives to others. Through community service, students develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Students also deepen and demonstrate their learning and are empowered to become productive citizens in the community in which they live.

Students to be Served

In 2011, the Sacramento County Board of Education approved Fortune School to open nine public charter schools¹ (one school a year during the term of the charter) designed to close the achievement gap for the Sacramento region's lowest performing subgroup—African American students. As a part of the Board's action to approve Fortune School, the Sacramento County Board of Education made findings of fact that there was a severe and persistent African American achievement gap in the county that was well-documented based on student achievement data from the California Department of Education. As found in the Findings of Fact from the February I, 2011 Board Agenda Item VIII.D. (**Appendix I**):

- **B.** Required Findings
 - Education Code Section 47605.6(a)(1) states that a county board of education may only approve a countywide charter if it finds that the charter school will offer educational services to a pupil population that will benefit from those services, and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(b) provides that SCBE may grant a countywide charter only if it is satisfied that the granting of the charter is consistent with sound educational

¹ All Fortune School "charter schools" are operated under the single countywide benefit charter petition approved by SCBOE, and are identified by a single CDS code by the California Department of Education.

practice, and that the charter school has a reasonable justification for why it could not be established by petition to a school district.

- The Fortune petition sets a goal of eliminating the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. The petition notes that this achievement gap exists for African American students across Sacramento County and in each of the county's school districts. Fortune is modeling its educational program after that of PS7. It presents evidence that PS7 has eliminated this achievement gap, with African American students who attend PS7 surpassing White student performance in the county in both English Language Arts and mathematics. Fortune reports that in February, 2010, 100 percent of the PS7 students who entered St. HOPE's Sacramento High School passed both the English Language Arts and mathematics portions of the California High School Exit Exam and that PS7 has demonstrated significantly higher student performance than public schools serving similar populations. Thus, the educational program being proposed has a demonstrated record of success for this student population.
- Fortune proposes to make the PS7 model widely available to underserved African American students throughout Sacramento County, and contends that because of the pervasive nature of the African American achievement gap across the county and in all of the districts where the charter school intends to operate, these students could not be served as well by a charter school that operates in only one district. This is the petition's justification for establishing a system of schools across the county rather than petitioning a single school district.
- In its January 20, 2011 submission, Fortune argued the following in support of the required legal findings noted above:
 - The large geographic area of the county and the difficulty of commuting the target population from all over the county to a single location in a single district;
 - The increased efficiencies of operating one charter rather than several charters;
 - The benefit of the SCBE control in strategically locating high quality programs where they are most needed in the county;
 - The ability of the SCBE to dictate much higher levels of academic accountability (as compared to district approved charter schools) for each countywide charter school location;
 - * The easier ability to finance and acquire facilities as a single countywide charter;
 - Local school districts' lack of expertise in closing the achievement gap and SCOE's greater expertise in this area;
 - Fortune's founding vision to have a system of schools in multiple school districts across the county to address a countywide problem would not be possible by individual district-sponsored charters;

- Requiring Fortune to first petition each district would nullify the purpose of the countywide charter statute.
- Based upon Petitioner's intended goal and the data provided, SCBE could reasonably
 make the required finding under Education Code Section 47605.6(a)(1) that the
 educational services to be provided by the charter school will offer services to a pupil
 population that will benefit from those services and that cannot be served as well by a
 charter school that operates in only one school district in the county.

True to its commitment, Fortune School has provided a regional solution to a regional problem by increasing the availability of rigorous, college preparatory, public school programs to African American students throughout the county. During the term of its original charter petition (2011-2016), Fortune opened five schools in communities throughout Sacramento County, including South Sacramento, Oak Park, Elk Grove and South Natomas. In this way, Fortune met its commitment to opening one school per year in the first five years of the charter term. During the first renewal term (2016-2021) Fortune School met its commitment to open three additional schools-- a 9-12 Early College High School, a K-5 elementary school and a 6-8 middle school.

School Name	Grade Levels	2020-2021
Location, Year Open		Enrollment
Fortune School	TK-5	303
South Sacramento, Opened 2011		
William Lee College Prep	TK-5	286
Oak Park, Opened 2012		
Alan Rowe College Prep	TK-5	312
Elk Grove, Opened 2013		
Ephraim Williams College Prep Middle School	6-8	180
Oak Park, Opened 2014		
Hazel Mahone College Prep	TK-7	394
South Natomas, Opened 2015		
Rex and Margaret Fortune Early College High School Elk Grove, Opened 2017	9-12	185
Fortune Middle School Elk Grove, Opened 2020	6-8	173
Tecoy Porter College Prep Meadowview, Opened 2020	TK-2	57*
Total		1890

* These numbers reflect enrollment as of Census Day, 2020. We have worked to increase enrollment at Tecoy Porter College Prep. There are 96 scholars enrolled as of February 4, 2021.

While the focus of Fortune School is to solve the persistent and pervasive underachievement of African American students in Sacramento County, Fortune School is open to all students. Fortune School serves a diverse student population. Student enrollment at Fortune School in the 2020-2021 school year was 62% African American, 24% Latino, and 7% Two or More Races (see table below). Fortune School does not discriminate against any students on any basis of the characteristics listed in Education Code Section 220, or any other protected class under federal, state or local law. Fortune School targets students and families living in Sacramento County, however, consistent with charter school law, enrollment is open to all students in the state.

Ethnicity	Number (Percentage)
African American	I,I77 (62%)
Latino	452 (24%)
Two or More Races not Hispanic	138 (7%)
Asian	25 (1%)
White	27 (2%)
Pacific Islander	14 (1%)
American Indian or Alaskan Native	13 (1%)
Filipino	14 (1%)
Not Reported	30 (2%)
Total	1890

2020-2021 Fortune School Enrollment by Ethnicity

Source: Fortune's student information system. Figures do not add up to 100% because numbers are rounded.

Percentage of African American Boys Attending Fortune School v. Sacramento County

	Fortune School 2020-2021	Sacramento County 2019-2020
African American Boys	565 (30%)	13,992 (6%)

Source: Fortune's student information system; California Department of Education Dataquest

2020-2021 Fortune School Free/Reduced Price Lunch, Special Education, English Learner Enrollment

Economically	Special	English
Disadvantaged	Education	Learners
1453 (77%)	186 (10%)	(6%)

Source: California Department of Education Dataquest
Fortune School's growth plan continues to be operating nine public charter schools at scale in Sacramento County. The configuration of these schools, however, has changed to meet the needs of Fortune School's existing student population. Fortune School's current growth plan is as follows:

- 0 4 TK-5 campuses
- 0 I TK-8 campus
- 0 3 Middle School campuses, grades 6-8
- 0 I High School campus, grades 9-12

Fortune School has one additional campus to open to reach its goal of nine schools. This new school will open during the term of this charter renewal. During the term of the renewal (2021-22 through2025-26), Fortune School will open a middle school in Meadowview, based on demand. As such, Fortune School will grow from 8 schools in 2020-21 with 1,890 students to 9 schools in Sacramento County during the term of the charter renewal, adding an additional 740 seats for a total enrollment of 2,630 students. During the upcoming charter term, our sites will be:

School	Grade	Enrollment by 2025-
	Levels	26 School Year
Fortune School	TK-5	310
William Lee College Prep	TK-5	310
Alan Rowe College Prep	TK-5	320
Hazel Mahone College Prep	ТК-8	450
Ephraim Williams	6-8	180
College Prep Middle School		
Rex & Margaret Fortune Early College High School	9-12	300
Fortune Middle School	6-8	180
Tecoy Porter College Prep	TK-5	400
New Middle School	6-8	180
Total Enrollment	TK-12	2,630

School Site Enrollment by 2025-2026

School	2021-22	2022-23	2023-24	2024-25	2025-26
Fortune School	310	310	310	310	310
(TK-5)					
William Lee College Prep	310	310	310	310	310
(TK-5)					
Alan Rowe College Prep	310	310	310	320	320
(TK-5)					
Hazel Mahone College Prep	406	420	435	450	450
(TK-8)					
Ephraim Williams College	180	180	180	180	180
Prep Middle School					
(6-8)					
Rex & Margaret Fortune	235	278	305	300	300
Early College High School					
(9-12)					
Fortune Middle School (6-8)	180	180	180	180	180
Tecoy Porter College Prep (TK-5)	210	254	314	382	400
New Middle School (6-8)	-	60	120	180	180
Total	2,141	2,302	2,464	2,612	2,630

School Site Enrollment by Year

Curriculum and Instructional Design

As explained above, Fortune School believes in the Five Pillars. The Five Pillars are our education philosophy. Fortune School operates site-based programs with an instructional model based on a highly disciplined school culture and direct instruction leading to small group, differentiated instruction. Our approach is to implement standards-aligned instructional materials with fidelity. We follow the assessment and curriculum pacing calendar in the instructional materials. Since the implementation of Common Core State Standards (CCSS) our instructional model has evolved to emphasize more student-centered classrooms that are characterized by the use of ratio strategies, centers and blended learning using Chromebooks. We consider following our instructional materials in a disciplined fashion a part of our commitment to High Expectations (Pillar #1). Our overall goal is to prepare each of our scholars to be competitively eligible for a four-year college or university.

Fortune School will ensure that scholars demonstrate mastery of the state content standards, including but not limited to the Common Core State Standards for Math and ELA and the Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade 12, English Language Development (ELD) Standards, History-Social Science Framework, and all other applicable standards. Fortune teachers clearly articulate and post the standards in each classroom and integrate the standards into all lesson plans and classroom activities.

As the California State Board of Education has shifted from the previous set of content standards to the Common Core State Standards, NGSS, new Frameworks, etc., Fortune School has been proactive in making the same shift. To do this, Fortune School:

- Adopted new curriculum materials and enhanced previous curriculum materials for our various grade level spans and subjects areas, including:
 - K-8 Math: Achievement First's Navigator Math Lessons Curriculum.
 - MobyMax Math
 - TK-I ELA
 - TK: Benchmark Advance
 - K-I: EL Education Language Arts
 - MobyMax ELA
 - K-I Science: Embedded in our K-I ELA Curriculum EL Education Language Arts
 - 2-4 ELA: Supplement Houghton Mifflin Harcourt Journeys Common Core with Curriculum Associates' iReady Reading and Writing Curriculum
 - MobyMax ELA
 - 5-8 ELA/Humanities: Achievement First's Navigator Literature Lessons
 - MobyMax ELA
 - 5 Science: Amplify Science
 - MobyMax Science
 - 6-8 Science: Lab-Aides Science
 - MobyMax Science
 - 9-12 ELA: Teacher created curriculum using a "Learn by Doing" model. Rex and Margaret Fortune Early College High School's curriculum was developed with support from partner Cal Poly San Luis Obispo to prepare scholars for University level classes.
 - 9-12 Math: Teacher created curriculum using a "Learn by Doing" model. Rex and Margaret Fortune Early College High School's curriculum was developed with support from partners Cal Poly San Luis Obispo and Consumes River College to prepare scholars for University level classes.
 - 9-12 Science: Teacher created curriculum using a "Learn by Doing" model. Rex and Margaret Fortune Early College High School's curriculum was developed with support from partners Cal Poly San Luis Obispo and Consumes River College to prepare scholars for University level classes.
 - 9-12 History: Teacher created curriculum using a "Learn by Doing" model. Rex and Margaret Fortune Early College High School's curriculum was developed with support from partner Cal Poly San Luis Obispo to prepare scholars for University level classes.
- Purchased Chromebooks for the implementation of blended learning and assessments.
- Provides ongoing outreach to parents to increase understanding of the CCSS and the Smarter Balanced Assessment Consortium (SBAC) Assessment of ELA and Math.
- Fortune School has also addressed the shift to the California Adopted Common Core State Standards by providing teachers with ongoing, intensive professional development and extended planning time to implement the use of the new curriculum, Chromebooks, and instructional strategies aligned to the Common Core State Standards. This training is highlighted by a partnership with Achievement First's Navigator program for both ELA and Math, and includes weekly coaching for Master Teachers in both subjects by subject area specialists.

Subject	Curriculum
English Language Arts/English Language Development/Humanities(Social Studies & History)	Benchmark Advance - Ready To Advance Transitional Kindergarten Program - California Edition (TK) EL Education Language Arts Curriculum (K-1) Houghton Mifflin Harcourt Journeys - English Language Arts Curriculum (2-4) Curriculum Associates' iReady Reading & Writing (2-4) Achievement First Navigator Literature (5-8)
K-1 Pacing Guides: Appendix 16 , pages 1-9 2-4 Pacing Guides: Appendix 16 , pages 21-25 5-8 Pacing Guides: Appendix 16 , pages 25-46 9-12 Pacing Guides: Appendix 16 , pages 46-85	Teacher created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo (9-12)
Mathematics K-8 Pacing Guides: Appendix 17 , pages 1-183 9-12 Pacing Guides: Appendix 17 , pages 184-240	Achievement First Navigator Math Lessons (K- 8) MobyMax Math (K-8) Teacher-created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo and Cosumnes River College (9-12).
Science	EL Education - Embedded in Language Arts Curriculum (TK-1) Foss Kits (2-4) Amplify Science (5) Lab-Aides (6-8) Teacher-created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo and Cosumnes River College (9-12).
Social Studies	Teacher created curriculum using the "Learn By Doing" model developed with the support of Cal Poly San Luis Obispo (9-12)

Table I: Core Instructional Materials for K-12

Early College High School

Fortune School has created a partnership with Cosumnes River College and Cal Poly San Luis Obispo and opened a STEAM focused Early College High School, starting with 9th grade in Fall 2017. Early College High Schools are innovative partnerships between charter or non-charter public secondary schools and a local community college, the CSU, or the UC that allow pupils to earn a high school diploma and up to two years of college credit in four years or less. Early College High Schools are small autonomous schools that blend high school and college into a coherent educational program. In Early College High Schools pupils begin taking college courses as soon as they demonstrate readiness and the college credit earned may be applied toward completing an associate or bachelor's degree, transfer to a four-year university, or obtaining a skills certificate. (Education Code Section 11302)

Rex & Margaret Fortune Early College High School is focused on providing scholars with STEM education combined with Arts education (STEAM) in order to position graduates to provide innovation leadership to the Sacramento region essential to the new economy. The Early College High School model fully integrates high school, college and the world of work allowing scholars to earn a high school diploma and associate's degree while meeting the a-g requirements for transfer to the University of California and California State University.

The primary partnership to provide the Early College High School is between Fortune School and Cosumnes River College. Cal Poly San Luis Obispo's role in the partnership is to provide hands-on, STEM related extracurricular activities for Fortune School scholars. For example, Cal Poly San Luis Obispo has committed to provide 10 free slots for Fortune School students to participate in EPIC (Engineering Possibilities in College) through the campus' College of Engineering. The College of Engineering's mission is "to educate students for careers of service, leadership and distinction in engineering or other fields by using a Learn by Doing, hands-on approach." As one of the college's outreach programs, EPIC residential summer camps endeavors to extend this mission to grades 7-12.

The course scope and sequence for the Early College High School is below. Courses that include a catalog number will be taught by Cosumnes River College faculty. The remaining courses will be taught by Fortune's high school teachers. Fortune School will supplement the college coursework for Common Core State Standards alignment in subjects for which there are state assessments. In addition, Fortune School will provide scholars with academic support in college coursework. Support may include strategies such as blended learning, academic support seminars, and tutoring labs.

WASC Accreditation and Transferability of Courses

Rex & Margaret Fortune Early College School has received a-g approval from the College Board for courses in grades 9 through 11. College coursework from Cosumnes River College already meets a-g requirements. Rex & Margaret Fortune Early College High School has been accredited by the Western Association of Schools and Colleges (WASC) for grades 9 through 11. The 2020-2021 school year was the first year Rex & Margaret Fortune Early College School had 12th grade scholars as part of its student body. WASC conducted a substantive change site visit on October 8, 2020 in order to add the 12th grade level. Rex & Margaret Fortune Early College High School received official notice on February 10, 2021 that 12th grade has been approved. As a result of WASC's approval, grade 12 courses will be submitted to College Board for a-g approval.

Courses offered by Fortune School that are WASC accredited may be considered to be transferable to other public high schools. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered

as meeting college entrance requirements. Rex & Margaret Fortune Early College High School shall inform all parents through the Student/Parent Handbook regarding the transferability of courses to other public high schools and course eligibility to meet college entrance requirements.

GRADUATION REQUIREMENTS

In order to earn a high school diploma from Rex and Margaret Fortune Early College High School,

scholars must:

I. Earn 230 credits.

2. Complete all coursework in the subject areas listed below with a passing grade of C or better.

SUBJECT	CREDITS	YEAR REQUIREMENT
English	40	Four (4) Years
Math (including Algebra requirement)	30	Three (3)Years
Physical Science	10	One (I) Year
Biological Science	10	One (I) Year
World History	10	One (I) Year
US History	10	One (I) Year
Economics	5	One (I) Semester
Government	5	One (I) Semester
Visual and Performing Arts	10	One (I) Year
Physical Education	20	Two (2) Years
Foreign Language	30	Three (3) Years
Electives	50	Available Each Year
Total for Graduation	230	

All courses listed above meet a-g requirements for high school graduation.

Completion of a semester course at a junior college with a C or better will equate to 10 HS units.

a-g High School Diploma Pathway (Begins with Algebra I)

- Completes the requirements for High School Diploma
- Satisfies a-g requirements
- Cal Poly Ready

9th Grade (70 Credits)	l st Semester	2nd Semester	
English	English 9		
Math	Algebra I	Algebra I	
Science	Physical Science		
Foreign Language	Spanish I		
VAPA	Intro to Music Appreciation/I	Band	
Electives	Writing 101		
College Preparatory Electives	AVID 9		
Support	Study Hall and P.A.S.S.		
10th Grade (70 Credits)	Ist Semester	2nd Semester	
English	English 10		
Math	Algebra 2		
Science	Biology		
Social Science	World History		
Foreign Language	Spanish II		
College Preparatory Electives	AVID 10		
Physical Education	PE I		
Support	Study Hall and P.A.S.S.		
11th Grade (60 Credits)	Ist Semester	2nd Semester	
English	English 11		
Math	Geometry		
Science			
Social Sciences	US History		
Foreign Language	Spanish III		
College Preparatory Electives	AVID I I		
PE	High School PE		
Support	Study Hall and P.A.S.S.		
12th Grade (50 Credits)	lst Semester	2nd Semester	
English	English 12		
Math	Trigonometry/Pre-Calculus		
Science			
Foreign Language	Spanish IV		
Social Science	Economics	Government	
College Preparatory Electives	AVID 12		
Support	Study Hall and P.A.S.S.	Study Hall and P.A.S.S.	

Data Driven Instruction

Fortune School teachers Focus on Results (Pillar #4) by using data to drive instruction. Principals and Master Teachers conduct Weekly Data Meetings with teachers for each class they teach. During a weekly data meeting, teachers identify the standard taught, develop exemplars of what mastery of the standard looks like, and identify trends in both mastery and gaps in student learning by focusing on scholar work. Once gaps have been identified, teachers and principals develop re-teaching plans to ensure scholars get multiple "at-bats" to reach mastery.

Fortune School also uses Interim Assessments to identify scholar achievement levels, which allows it to identify scholars who need:

- Additional time and re-teaching in small groups during intersession.
- Enrichment during Performance Task Saturdays.

Instructional Time & Academic Schedule

Teaching and learning at a Fortune School is a choice that faculty, students, staff and parents make voluntarily. It requires an extraordinary commitment of time, patience and hard work. That's why we emphasize that Choice and Commitment (Pillar #2) is the mindset required to succeed in the Fortune Model. For example, Fortune scholars have a longer school day and a longer school year, giving them More Time (Pillar #3) to master academic content. We have a modified-year round schedule in which scholars attend school in three trimesters. In between trimesters, Fortune School holds an Intersession program for students who are not yet learning at grade level in ELA and Math. During Intersession, scholars work in small groups with their teachers to master standards that they have missed. See **Appendix 2** for the bell schedule and **Appendix 3** for the academic calendar.

School Culture

More Time (Pillar #3) also applies to instructional time that Fortune teachers devote to teaching our scholars the school culture. Teachers spend the first ten days of school teaching school culture, which covers expectations for student behavior as well as the routines and procedures a Fortune School scholar is expected to know. Teachers revisit these expectations after every break when students return to school. We call this practice Setting the Tone for Learning and it is a fundamental part of the Fortune Model. Teachers participate in professional development to learn how to Set the Tone for Learning. We monitor teacher effectiveness in this area using an observation instrument. Our approach is to teach scholars everything and assume nothing. For example, we teach scholars how to walk in the hallways using a procedure called HALL; how to sit-up, listen and ask questions through a procedure called SLANT and how to use hand signals to ask basic questions like "may I sharpen my pencil?"

Character Education

Citizenship is Pillar #5. We teach our scholars to be good citizens using Kohlberg's Six Levels and Character Counts. Kohlberg was a moral philosopher and student of child development. He was director of Harvard's Center for Moral Education. His special area of interest was the moral development of children--how they develop a sense of right, wrong and justice. Kohlberg observed that growing children advance through definite stages of moral development. His observations and testing of children and adults led him to theorize that human beings progress consecutively, in stages.

Kohlberg's Six Stages of Moral Development

Level I: We do the right thing because we don't want to get in trouble. Level 2: We do the right thing because there's a reward.

Level 3: We do the right thing because we want to impress someone.

Level 4: We do the right thing because we want to follow the rules and keep the peace.

Level 5: We do the right thing because we care about the rights and feelings of others.

Level 6: We do the right thing because it's who we are.

Kolhlberg's Six Stages of Moral Development are posted in all Fortune School classrooms and are taught in-depth during culture building in the first ten days of school and after scholars return from each trimester break. Teachers and principals make ongoing reference to Kohlberg's with scholars throughout the program to foster scholars' moral development.

Character Counts is an educational framework for teaching values represented in Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Fortune School teachers instruct scholars on the Six Pillars of Character giving recognition to scholars who exemplify the character traits.

Finally, Fortune School has adopted Second Step, a character education curriculum that includes daily morning meetings that are designed to teach scholars strategies for emotional intelligence and expectations.

Positive Behavior Management

Student behavior is monitored and supported in various ways including:

- The use of "Least Invasive Interventions" and "Progressive Discipline" to ensure that scholar behavior is supported by all adults including administrators, teachers, behavior techs and office staff.
- Classroom Dojo classroom management platform for teachers where each student has an avatar that gains and loses points according to their behavior in class and in the hallways; makes reports to parents in real time through an app.
- Certified behavior analysts/specialists implement student behavior expectations published in Fortune School's Student/Parent Handbook and provide social skills classes and individual behavior plans for students who need extra support.
- Campus Monitors who are trained through the El Dorado County Charter School Special Education Local Plan Area (SELPA) on positive behavior management and Nonviolent Crisis Prevention Intervention supervise Fortune School scholars at lunch, recess, physical education and in the hallways.

Community Service

In addition, scholars are expected to participate in a class community service project each trimester. Participation in the class community service project is a requirement for Honor Roll along with academic expectations. This focus on a school-wide culture of High Expectations (Pillar #1) and Citizenship (Pillar #5) is a distinguishing feature of Fortune School campuses.

Teaching Methods & Instructional Strategies

Fortune School gives students opportunities to learn academic and life skills from teachers, parents, classmates, and caring community members. The instructional strategies employed at Fortune School are described below. These strategies apply to all students, including English Learners and students with special needs. Following the description of Fortune School's instructional strategies, we provide a chart explaining how Fortune School uses Response to Instruction and Intervention to ensure that every student receives developmentally appropriate, individual instruction that leads to standards mastery.

<u>Ratio</u>

Ratio is the collection of teaching techniques that ensures students are doing as much of the "heavy lifting" as possible—thinking, talking, writing and analyzing—as soon as they are ready. The idea is to increase the ratio of student talk to teacher talk, a key strategy under Common Core State Standards. Ratio includes techniques such as Turn & Talk, Everybody Writes, Cold Call and Call & Response. Fortune School uses Doug Lemov's explanation of ratio in *Teach Like a Champion 2.0 (2014)* inits teacher professional development.

Differentiated Instruction

All too often, teachers "teach to the middle", meaning instruction is geared toward the midrange of academic levels in the classroom. This severely hampers students who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all students, Fortune School will utilize a variety of differentiated instructional strategies. Specifically, instruction at Fortune School will be delivered through a variety of modalities (auditory, visual, multi-media, "hands- on") and flexible grouping strategies (whole class, cooperative groups, project-based learning). In addition, all teachers will collect, analyze and reflect upon student achievement data on a weekly basis to guide instruction and ensure that all students' needs are being met.

Learning Centers

A learning center is a self-contained section of the classroom in which students engage in independent and self-directed learning activities. Centers give teachers the opportunity to focus on specific areas of study. Fortune School teachers use centers as a strategy in English/Language Arts and math to differentiate instruction for students. Students work independently at centers, allowing the teacher to work one-on-one or in small groups with students who need individual attention.

Blended Learning

Blended Learning is a formal education program in which a student learns at least in part through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. Fortune School teachers incorporate blended learning into their centers using a rotation model. Fortune School provides students with Chromebooks at a1:1 ratio. Fortune School teachers use online learning programs in centers to allow for an individualized, self-paced, student learning experience using:

- Online content from our adopted Common Core State Standards-aligned instructional materials for ELA and math (iReady Reading & Writing, MobyMax: ELA, Math, Social Studies and Science);
- Reading Eggs: engaging online program that offers a variety of teaching resources and student activities for pre-K through 6th grade language arts and math.

Extended Day and Year

Fortune School serves a population of students who often come to school far below grade level and without the foundational academic skills necessary to thrive in an environment of high standards. A core principle of Fortune School is "More Time", understanding that students will often need this time in order to efficiently reach grade level proficiency. Fortune School has a modified year-round academic calendar **(Appendix 3)**, which has been shown to be more conducive to students' retention of academic information and skills. Students who are not making progress towards grade level standards attend Intersession programs in the Fall, Spring and Summer. In addition, students have a longer school day with

a built-in study hall at the end of the day to receive assistance on their homework from their classroom teacher. See the bell schedule in **Appendix 2.**

Field Lessons

Field lessons are an important opportunity for students to receive direct experiences beyond the text and classroom discussions. Field lessons are always an extension of standards-based classroom learning. Field lessons provide a rich, in-depth experience with the outside world that cannot be provided by just classroom activities. Certain field lessons are a common part of the Fortune School experience for a scholar:

- Each scholar in grades K-12 visits a 4-year university annually.
- 5th grade scholars at Fortune School take a field lesson to the Cal Poly San Luis Obispo Learn by Doing Science Lab to focus on science standards that their classroom teachers identify as a priority.
- 6th grade scholars attend a field lesson to the Sly Park Environmental Education Center which provides up to a week-long outdoor science learning experience.
- 8th grade scholars attend a week-long field lesson to Washington, DC. This trip takes place outside of the academic schedule, and is voluntary.

Advisory Groups: Business Breakfast, Freshman through Senior Seminars

Beginning in middle school, Fortune School scholars are assigned to a homeroom advisory teacher. They meet every morning for what Fortune School calls a "Business Breakfast." Each advisory is named after a college or university. Advisory teachers are advocates for their scholars and the primary contact for parents. When Fortune School scholars reach the high

school level, they will have a daily Morning Meeting as a social and emotional check-in. In addition, high school scholars will attend a Freshman, Sophomore, Junior and Senior Seminar for the purpose of academic advising and team building.

Plan for how the charter will identify and respond to the needs of pupils who are:

- Not achieving at or above expected levels
- Achieving substantially above or below grade level expectations

Through Fortune School's Response to Instruction and Intervention (RTI²) program, teachers use data from formative and summative assessments to assign students to tiers in which students receive targeted, individualized, instruction. Below are descriptions of the tiers and the supports Fortune School provides. It is important to note that these tiers are fluid and the intent is that students move at least one, if not two, tiers above their current classification over the course of the year.

Definitions of Terms used in RTI2 Chart

Response to Intervention and Instruction - A multi-tiered approach to the early identification of and support of all students' learning needs.

Tier Descriptors²

Exceeded Standard - The student demonstrates advanced progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

Met Standard - The student demonstrates progress toward mastery of the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework. *Nearly Met Standard* - The student may require further development to demonstrate the knowledge and skills in mathematics/ELA and literacy needed for likely success in future coursework.

Not Meeting Standard - The student needs substantial improvement to demonstrate the knowledge and skills in mathematics/ELA and Literacy needed for likely success in future coursework.

² These descriptors draw from the Smarter Balanced Assessment Consortium's (SBAC) Achievement Level Descriptors.

RTI² Chart

Tier	Curriculum Support	Teacher Support
Exceeded Standard (Advanced 90- 100%) Tier 1	 Modified (on-grade-level) Assignments to go deeper into a standard. Rigorous on-grade-level activities to promote critical thinking. Extended projects. Curriculum Resources for ELA/ELD in Journeys (K-5); Collections (6-8) Advanced Readers Research-Based Core Instruction Built on Common Core State Standards Includes Scaffolds for Reading Complex Text Includes Differentiated Instruction Curriculum Resources in Go Math! Advance Learners Activity Enrich Book Extend the Project HMH Mega Math iTools 	 Small group instruction and/ or independent study with like peers to extend learning in on- grade-level material. Targeted enrichment activities to enhance student strengths. Accelerated rate of introducing on-grade-level material. Potential work in the next grade level learning objectives. Greater flexibility and independence with teacher- provided material.
Met Standard (Benchmark 80% and above) Tier I	 Core curriculum materials that maintain students learning on-grade- level objectives. Flexible assignments and activities that are both challenging and satisfying in students' grade level. Beginning independent practice. Curriculum Resources in Journeys for ELA/ELD (K-5); Collections (6-8) On-Level Readers -Research-Based Core Instruction Built on Common Core State Standards -Includes Scaffolds for Reading Complex Text -Includes Differentiated Instruction Curriculum Resources in Go Math! -Standards Practice Book -HMH Mega Math -iTools 	 Small group instruction with like peers to clarify concepts and skills early in order to maintain on-grade-level progress. Targeted on-grade-level activities to promote depth of knowledge.

Nearly Met Standard (Strategic 70-79%) Tier 2	 Embedded materials to support students up to one grade level below the student's current grade level. Flexible assignments and activities that are both challenging and sensitive to a student's academic gaps in their grade level. Leveled tests/assessments. Curriculum Resources in ELA/ELD -Research-Based Strategic Intervention -Extra Support for Common Core State Standards -Accessible Text to Build Student Independence -Leveled Readers for Struggling Readers Curriculum Resources in Go Math! -Strategic Intervention Guide -Intensive Intervention Guide -Personal Math Trainer 	 Small group instruction with like peers to review concepts and skills for on-grade-level material. Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. Decelerated rate of introducing on-grade-level material. Academic Intersession with classroom teacher for small group instruction focused on key standards.
Not Meeting Standard (Intensive 69% and below) Tier 3	 Embedded materials for students up to two grade levels below the student's current grade level. Flexible assignments and activities that are sensitive to a student's academic gaps in the current grade level prerequisites. Leveled tests/ assessments. Curriculum Resources in ELA/ELD in Journeys (K-5); Collections (6-8) Reading Tool Kit Intensive intervention for students far below level Intensive intervention begins at first grade Curriculum Resources in Go Math! Strategic Intervention Guide Intensive Intervention Guide Personal Math Trainer 	 Small group instruction with an instructional aide to build foundational skills for on-grade-level material. Alternative teaching strategies that target specific learning styles to fill gaps in learning and to support students building on-grade-level skills and knowledge. Decelerated rate of introducing on-grade-level material. Referencing and instructing in previous years' grade level learning objectives. Academic Intersession for small group instruction focused on key standards with classroom teacher.

Educator Professional Development

Providing teachers and school leaders with the ongoing professional development, coaching and planning time they need to be successful in implementing our instructional program to fidelity is a part of the Fortune Model. Fortune provides professional development through our Curriculum and Instruction Department as well as credential and master's degree programs through Fortune School of Education. A teacher in the Fortune School system can expect to:

- Participate in a Summer and Spring Symposium, all staff multiple-day conferences focused on Fortune School culture and system-wide initiatives;
- Receive professional development and coaching on their Common Core State Standards aligned instructional materials;
- Have daily and weekly planning time;
- Be assigned a Master Teacher to provide coaching and model lessons; and
- Have the opportunity to advance to school leadership through our School Leadership Program through Fortune School of Education.

Some Fortune School teachers learn the Fortune Model in depth by earning their teaching credential through Fortune School of Education and completing a teaching residency at a Fortune School. Fortune School provides a career path for educators by developing its principals internally through its School Leadership Program. The program leads to an Administrative Services Credential.

Plan for English Learners

Integrated ELD

All English Learners (EL) at Fortune School participate Fortune School's core curriculum following an Integrated ELD model. All EL Scholars are provided instruction following the CA ELD standards in tandem with the CA CCSS for ELA/Literacy and other content standards to ensure scholars strengthen their ability to use English as they simultaneously learn content through English.

To do this, Fortune has adopted ELA curriculums that have materials that are explicitly designed for EL scholars, these include:

- Benchmark Advance Ready to Advance Transitional Kindergarten Program for Transitional Kindergarten
- EL Education Language Arts Curriculum for Kindergarten and Ist Grade,
- Houghton Mifflin Harcourt Journeys Language Arts Curriculum for grades 2nd 4th
- Achievement First Navigator Literature and Houghton Mifflin Collections Language Arts Curriculum for Grades 5th – 8th.

Fortune School uses the materials embedded in these curriculums, as well as the strategies described in them not only in ELA classes, but also in other core curriculums to provide strategic support for EL scholars based on their needs. These materials are designed based on the Three Premises of the CA ELD Standards:

- Using English purposefully for describing, explaining, persuading, informing, justifying, negotiating, entertaining, etc.
- Interacting in meaningful ways: Collaborating with others, interpreting meaning, and producing meaningful messages.
- Understanding how English works: Structuring cohesive texts, expanding and enriching texts, and combining and condensing ideas.

For each grade level or grade level span, materials contained in the ELA curriculum are used to ensure scholars receive instruction that meets the standards of the three interrelated areas of learning English as an additional language. These include:

- Part I: "Interacting in Meaningful Ways" standards that set expectations for EL scholars to participate in meaningful, relevant, and intellectually challenging ways in various contexts and disciplines. Scholars learn three communicative modes and develop and apply their knowledge and skills of the English Language:
 - Collaborative Engagement and dialogue with others.
 - Interpretive Comprehension and analysis of written and spoken texts.
 - Productive Creation of oral presentations and written texts.
- Part II: "Learning About How English Works" standards that focus on the ways in which ELs build awareness about English resources available to them, how English is structured and organized, and how meaning is made through language choices. Instruction about English is designed to improve EL scholars' ability to comprehend and produce academic texts in various content areas. Standards are clustered to ensure scholars can: structure cohesive texts, expand and enrich ideas, and connect and condense ideas.
- Part III: "Using Foundational Literacy Skills" Ensuring EL Scholars receive specialized instruction in the Reading Standards for Foundational Skills that is adapted to the scholar's age, similarities and differences between the scholar's primary language and English, scholar's primary literacy proficiency, and the scholars oral and written proficiency in English.

Finally, Fortune School uses materials and strategies from the adopted ELA curricula to ensure EL scholars progress through stages of English Language Development:

- Native Language EL scholars come to school with a wide range of knowledge and competencies in their primary language, which they draw upon to develop English.
- Emerging EL scholars at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- Expanding EL scholars at this level increase their English knowledge, skills, and abilities in more contexts. They learn to apply a greater variety of academic vocabulary, grammatical structures, and discourse practices in more sophisticated ways, appropriate to their age and grade level.
- Bridging EL scholars at this level continue to learn and apply a range of advanced English language knowledge, skills and abilities in a wide variety of contexts, including comprehension and production of highly complex texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized instruction.
- Lifelong Language Learners Students who have reached full proficiency in the English language, as determined by state and/or local criteria, continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.

Fortune School's integrated ELD program uses core curriculum materials, as well as the materials explicitly designed for EL scholars to ensure all lessons:

- Are interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Are appropriately scaffolded in order to provide strategic support that moves learners towards independence.
- Develop both content knowledge and academic English.
- Value and build on primary language and culture and other forms of prior knowledge.

Designated ELD

All EL scholars at Fortune School also participate in a Designated ELD program during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the specific needs of scholars. EL scholars will have time specifically set aside during the day to focus strategically on language. During this time, teachers use materials from the adopted ELA curricula to follow the CA ELD Standards and develop discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas.

Grade Level Spans

Transitional Kindergarten – Ist Grade

All Transitional Kindergarten EL Scholars will be participate in an Integrated ELD program using Benchmark Advance – Ready to Advance Transitional Kindergarten Program to ensure English language development occurs throughout the day and across the disciplines. This curriculum ensures that EL Scholars have instruction that focuses on meaning making, language development, effective expression through writing and presenting, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency with the following components:

- Short Reads that build context for Extended Reads.
- Differentiated Extended Reads that are chose for scholars based on analysis of scholars initial short reads, and supported by strategy and skill lessons leading to engagement with more challenging text as time goes on.
- Additional scaffolds and explicit language development to support English Learners access to meaning making.
- Foundational Skills
 - Daily shared reading and writing modeling print concepts.
 - Daily, explicit, systematic phonological and phonemic awareness instruction. Includes intervention lessons for English Learners.
 - Daily, explicit, systematic phonics and high-frequency word instruction.
- Integrated English Language Development scaffolds are integrated into every core lesson at three levels: substantial, moderate, and light.

Transitional Kindergarten EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *Benchmark Advance – Ready to Advance Transitional Kindergarten Program* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge with the following components:

• ELD instruction centers use shorter chunks pulled from the core complex text with enhanced visual support and targeted instruction to deconstruct essential sections of text to learn how English grammar and syntax work.

All Kindergarten EL Scholars will be participate in an Integrated ELD program using *EL Language Arts Curriculum* to ensure English language development occurs throughout the day and across the disciplines. *EL Language Arts Curriculum* ensures that EL Scholars have instruction that focuses on meaning making, language development, vocabulary instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency during module lesson

blocks:

• Module Lessons: Language Proficiency Standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners Selection. Lesson-specific EL supports are also added to the Meeting Students' needs sections.

Kindergarten EL Scholars will also participate in a Designated ELD program that occurs during centers (Described as "Labs" in the curriculum) block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *EL Language Arts Curriculum*'s "Labs Block" to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge:

• Lab Blocks: In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. The lesson foci and activities allow EL Scholars to focus on practice, and play with language. Every Lab session also begins with "Storytime" (a read-aloud), which continues to expose EL Scholars to important content and complex text in English.

All *I*st Grade EL Scholars will be participate in an Integrated ELD program using *EL Language Arts Curriculum* to ensure English language development occurs throughout the day and across the disciplines. *EL Language Arts Curriculum* ensures that EL Scholars have instruction that focuses on meaning making, language development, vocabulary instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge, and foundational skills including print concepts, phonological awareness, phonics and word recognition, and fluency during module lesson blocks:

• Module Lessons: Language Proficiency Standards, lesson highlights, and levels of support are provided at the beginning of each lesson in the Supporting English Language Learners Selection. Lesson-specific EL supports are also added to the Meeting Students' needs sections.

Ist Grade EL Scholars will also participate in a Designated ELD program that occurs during centers (Described as "Labs" in the curriculum) block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *EL Language Arts Curriculum*'s "Labs Block" to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge:

• Lab Blocks: In primary grades, rich oral language and exploration of content through multiple modalities is a hallmark of the Labs. The lesson foci and activities allow EL Scholars to focus on practice, and play with language. Every Lab session also begins with "Storytime" (a read-aloud), which continues to expose EL Scholars to important content and complex text in English.

See **Appendix 18** for EL Language Arts Curriculum's full description of support for EL Scholars including scope and sequence and sample lesson plans.

Grades 2-3

All 2nd and 3rd Grade EL Scholars will be participate in an Integrated ELD program using to ensure English language development occurs throughout the day and across the disciplines. Houghton Mifflin Harcourt Journeys Language Arts Curriculum ensures that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, reading aloud, teacher modeling and time for conversations, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. Fortune School's curriculum provides this through a "Close Reading Block" that includes:

- Fluent Read Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write Scholars independently write a response to the question posed as part of the synthesis step.

*The Close Reading Block is used across content areas including Science and Social Studies instruction.

In addition to this, Houghton Mifflin Harcourt Journeys Language Arts Curriculum provides the following resources as scaffolds for EL scholars in the Integrated ELD program:

- Language Support Cards: building background and vocabulary.
- ELL Building Background Video Hub: Videos to build background knowledge.
- Teachers' Edition Language Learners' questions used at Back Pocket Questions during the Meaning Read Synthesis Read described above.

2nd and 3rd Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* includes the following resources to be used during the Designated ELD program:

- Newcomer Audio Hub: Learn common phrases by listening and repeating.
- Content Readers for guiding reading groups including discussion questions and a strong emphasis on oral language development.
- Explicit review of Phonics and Grammar lessons.

Grades 4-5

All 4th Grade EL Scholars will be participate in an Integrated ELD program using (include HMH Curriculum Resources Here) to ensure English language development occurs throughout the day and across the disciplines. (Include HMH resources here) ensures that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary and grammatical instruction, effective expression through writing, discussing, presenting, and using language

conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. Fortune School's curriculum provides this through the "Close Reading Block" that includes:

- Fluent Read Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write Scholars independently write a response to the question posed as part of the synthesis step.

*The Close Reading Block is used across content areas including Science and Social Studies instruction.

In addition to this, Houghton Mifflin Harcourt Journeys Language Arts Curriculum provides the following resources as scaffolds for EL scholars in the Integrated ELD program:

- Language Support Cards: building background and vocabulary.
- ELL Building Background Video Hub: Videos to build background knowledge.
- Teachers' Edition Language Learners' questions used at Back Pocket Questions during the Meaning Read Synthesis Read described above.

4th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Journeys Language Arts Curriculum* includes the following resources to be used during the Designated ELD program:

- Newcomer Audio Hub: Learn common phrases by listening and repeating.
- Content Readers for guiding reading groups including discussion questions and a strong emphasis on oral language development.
- Explicit review of Phonics and Grammar lessons.

All 5th Grade EL Scholars will be participate in an Integrated ELD program using both Houghton Mifflin Harcourt Collections Language Arts Curriculum and Achievement First Navigator Literature Curriculum to ensure English language development occurs throughout the day and across the disciplines. Fortune School's ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, reading aloud, teacher modeling and time for conversations, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. The "Close Reading Block" described in grades 2-4 is explicitly linked to the *Achievement First Navigator Curriculum* in grade 5, and includes the following steps:

- Fluent Read Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write Scholars independently write a response to the question posed as part of the synthesis step.

*The Close Reading Block is used across content areas including Science and Social Studies instruction.

In addition to this, Houghton Mifflin Harcourt Collections Language Arts Curriculum, provides the following support options, which is applied to the literature in the Achievement First Navigator Literature Curriculum:

- Extended context and vocabulary instruction during the Fluent Read.
- Extended focus on Genre Based Thinking Jobs (noted above) during the meaning read.

5th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using *Houghton Mifflin Harcourt Collections Language Arts Curriculum* to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Collections Language Arts Curriculum* provides a language workshop program, which has the following tools to be used during this time:

- Vocabulary cards with explanations and sample sentences.
- Model conversations showcasing collaborative skill.
- Printable and projectable graphic organizer for scholar use.

Grades 6-8

All 6th - 8th Grade EL Scholars will participate in an Integrated ELD program using both Houghton Mifflin Harcourt Collections Language Arts Curriculum and Achievement First Navigator Literature Curriculum to ensure English language development occurs throughout the day and across the disciplines. Fortune School's ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary instruction, grammatical understanding and syntax, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including wide reading, engaging with informational texts, and engaging in research, and foundational skills including phonics and word recognition, and fluency. The "Close Reading Block" described in grades 2-4 is explicitly linked to the Achievement First Navigator Curriculum in grades 6-8, and includes the following steps:

- Fluent Read Teacher read aloud that includes framing context and frontloaded vocabulary.
- Meaning Read Scholars reread the text focusing on answering genre based thinking jobs and understanding the central meaning of the text. Genre based thinking jobs are:
 - Fiction Who are the characters? What is the problem? What is the solution? What is the lesson learned?
 - Informational Text What is this text mostly teaching me about this topic? What is the author's point of view?
 - Biography Who is the important person? What are his/her key accomplishments? Why is this important?
 - Poetry What is the literal meaning of the text? What is the deeper meaning of the text?
- Analytical Read & Discussion Scholars read and re-read closely with an analytical lens. Scholars discuss their analysis focusing on Genre Based Thinking Jobs.
- Synthesis Read Scholars discuss a question tied to the deepest meaning of the text. This question may connect to broader unit ideas.
- Write Scholars independently write a response to the question posed as part of the synthesis step.

*The Close Reading Block is used across content areas including Science and Social Studies instruction.

In addition to this, Houghton Mifflin Harcourt Collections Language Arts Curriculum, provides the following support options, which is applied to the literature in the Achievement First Navigator Literature Curriculum:

- Extended context and vocabulary instruction during the Fluent Read.
- Extended focus on Genre Based Thinking Jobs (noted above) during the meaning read.

6th-8th Grade EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using (include materials from HMH here) to ensure a specific focus on oral language development, including collaborative discussions, retellings of events and stories, language awareness, and a strong emphasis on general academic and domain-specific vocabulary knowledge. *Houghton Mifflin Harcourt Collections Language Arts Curriculum* provides a language workshop program, which has the following tools to be used during this time:

- Vocabulary cards with explanations and sample sentences.
- Model conversations showcasing collaborative skill.
- Printable and projectable graphic organizer for scholar use.

Grades 9-12

All $9^{th} - 12^{th}$ Grade EL Scholars participate in an Integrated ELD program teacher created curriculum that is derived open source material and teacher experience to ensure English language development occurs throughout the day and across the disciplines. Rex & Margaret Fortune Early College High School's ELA curriculums ensure that EL Scholars have instruction that focuses on meaning making and meaning making with complex text, language development including vocabulary and syntax instruction, effective expression through writing, discussing, presenting, and using language conventions, content knowledge including understanding disciplinary literacy, engaging with literature informational texts, research-based learning techniques (study skills), engaging in research, and planning for wide reading. Unit plans for ELA accomplish this by including a focus on:

• Developing essential questions leading to deeper understanding of text.

- Ensuring scholars understand enduring understanding for each reading or collection of reading.
- Using a variety of modalities including: Core Readings, Supporting Readings, and Multimedia Connections.

*These planning processes are used across content areas.

In addition to this, teachers ensure EL Scholars are fully engaged with the curriculum through individual check in and small groups that include increased vocabulary and context support.

All 9th – 12th EL Scholars will also participate in a Designated ELD program that occurs during the centers block in ELA. Fortune School's model of more time allows teachers to work in small groups, which includes groups of EL scholars. Teachers will have the ability to group scholars homogenously or heterogeneously depending on the needs of scholars using teacher created materials to ensure a specific focus on engaging in discussions on content they are learning in ELA and other core contents. This is an opportunity to develop the discourse practices, grammatical structures and vocabulary necessary for successful participation in academic tasks across the content areas. Finally, Rex & Margaret Fortune Early College High School has also adopted *Ingles Facil*, an open source curriculum, to support EL Scholars who are new to English.

Fortune School will comply with all applicable state and federal laws in regard to services and the education of English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Specifically, Fortune School will develop, implement and maintain policies and procedures for EL students in accordance with guidelines published by the Office for Civil Rights of the U.S. Department of Education, State and Federal Court decisions and policies, and California Education Code. These policies and procedures will:

- Ensure outreach to parents of English Learners, provide training and hold regular meetings to inform them how to be involved in the education of their children;
- Ensure all school notices and reports are translated into home languages;
- Inform parents of English Learners of the placement of their children in English language classrooms, Structured English Immersion classrooms, and notify them of their opportunity to apply for an exception waiver for their children to participate in an alternative program;
- Properly identify English Learners through the Home Language Survey;
- Assess their English language proficiency through the English Language Proficiency Assessments for California (ELPAC) and benchmark testing of English language proficiency;
- Allocate general funds for core instruction of English Learners, as well as categorical funds for services that supplement the core curriculum;
- Develop in compliance with state criteria and regulations, a program informed by a sound educational theory recognized by experts in the field or deemed a legitimate experimental strategy, and ensure that steps are taken to implement effectively the educational theory adopted by the Charter School;
- Examine the program for English Learners for indications that language barriers confronting students are actually being overcome, and modify the program, if needed;
- Place English Learners in classrooms that enable them to have equal access to the Charter School's educational program, and ensure they receive instruction in English Language Development and the core curriculum;
- Ensure that English Learners are taught by qualified staff, have sufficient curricular materials, and the facilities are in a clean and safe condition;

- Develop appropriate evaluation standards, including program exit criteria, for measuring the progress of students;
- Ensure all teachers assigned to provide instruction to English Learners will have the appropriate authorization (Cross-Cultural, Language and Academic Development (CLAD, Bilingual, Cross-Cultural, Language and Academic Development (BCLAD), or equivalent).

Home Language Survey

The Data Team ensures that all scholars receive and return the Home Language Survey when they enroll at Fortune School. This survey is available in both English and Spanish, and it asks families to report the scholar's primary language.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (ELPAC). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards. The ELPAC consists of two separate assessments:

• Initial Assessment (IA)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K-12 whose primary language is not English to determine their English proficiency status.

• Summative Assessment (SA)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, I, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade I, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test. Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July I–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July I of that school year.

The SA testing window will be a four-month window after January I (February I–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test

during the annual assessment window.

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

The Data Team manages the administration of the Initial ELPAC assessment. This test is administered within 30 days of enrolling to all scholars whose primary language is not English. Following state rules, Fortune classifies all scholars who score Level 3 (in the 450 to 600 scale score range) on the Initial ELPAC as Initially Fluent English Proficient (IFEP). Fortune classifies all scholars who score Levels 1 or 2 as English Learners.

Each spring, the Data Team administers the Summative ELPAC assessment to all English Learners. Following state rules, Fortune only reclassifies scholars who score Performance Level 4. Even if a scholar scores Level 4, they are not reclassified if a teacher or parent present evidence that the scholar has not sufficiently mastered the grade-level curriculum.

Reclassification of English Learners

Fortune School has developed a policy and procedures for English Learner (EL) reclassification based on the four criteria set forth in Education Code Section 313(d). The following reclassification guidelines will be used by Fortune School when evaluating a student's readiness for reclassification from English Learner to Fluent English proficient (RFEP).

- Assessment of English Proficiency: Review of ELPAC summative assessment. Students must score an Overall Performance Level (PL) of 4, demonstrating well developed language usage.
- Comparison of Performance in Basic Skills: Review of results of latest benchmark tests in English Language Arts.
- Teacher Evaluation of Student Academic Performance: Review of student's academic performance. Students must meet academic performance indicators established by Fortune School.
- Parent or Guardian Opinion or Consultation: Fortune School will provide notice to parents and guardians of their rights to participate in the reclassification process.

Reclassification: Fortune School will reclassify any student who meets the above criteria as fluent English proficient. Parents or guardians will be notified of their student's reclassification, and school records will be updated. Upon reclassification of any English Learner to RFEP, Fortune School will continue to monitor the student's progress for four years.

Process for Monitoring Specific Groups of Scholars

The Data Team manages the data monitoring process for specific student groups:

- 1. Scholars who were reclassified within the past 4 years. The goal is to ensure that:
 - a. The students have not been prematurely exited;
 - b. Any academic deficit they incurred as a result of participation in the EL program have been remedied; and
 - c. The students are meaningfully participating in the standard instructional program comparable to their never-EL peers.
- 2. Scholars who are at risk of becoming Long Term English Learners (LTELs). This includes any scholar who is:
 - a. An English learner who is enrolled in any of grades 5 to 11, inclusive, in schools in the United States for four years, scores at the intermediate level or below on the English language

development test identified or developed pursuant to Section 60810, or any successor test, and scores in the fourth year at the below basic or far below basic level on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

- 3. Scholars who are LTELs. This includes any scholar who is:
- a. An English learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for more than six years, has remained at the same English language proficiency level for two or more consecutive years as determined by the English language development test identified or developed pursuant to Section 60810, or any successor test, and scores far below basic or below basic on the English language arts standards-based achievement test administered pursuant to Section 60640, or any successor test.

Fortune School will monitor these groups of scholars through our assessments system, which includes at varying levels throughout grade levels:

- Weekly quizzes in all subject areas
- Interim Assessments
- NWEA Assessments
- SBAC

Reclassified scholars will be tracked in our student information system, and provided additional support in both Integrated ELD and Designated ELD programs as needed. Beginning in 2021-22, Fortune will create an English Learner Advisory Committee (ELAC). Parents of English Learners will elect the committee members. Parents of English Learners will compose a percent of the committee at least as high as the percent of Fortune scholars who are English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

ELAC members will receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training will be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions.

Use of ELPAC for Placement, Program Offering, Professional Learning, and Goal Setting

The ELPAC will support the identification of EL Scholars, allowing Fortune School to ensure that all EL Scholars are served in both Integrated ELD environments and Designated ELD environments. EL Scholars will receive targeted opportunities for additional support in using English purposefully, interacting in meaningful ways, and understanding how English works in an integrated environment.

Additionally, Fortune School will use the ELPAC to identify small groups of scholars for Designated ELD, giving them more opportunities to focus strategically on language, including focused work on: developing discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks in all content areas. These small groups will also include time for goal setting and planning to ensure scholars meet their goals.

Finally, Fortune School will use the ELPAC to identify grade levels and classes that require additional support for teacher professional learning. While all teachers will receive significant training for ELD, teachers who have EL Scholars in their classrooms will receive additional support through our observation and feedback model, which includes identifying best practices and internalizing them through practice.

Fortune School Results with English Learners

2020-2021 Fortune School Free/Reduced Price Lunch, Special Education, English Learner Enrollment

Economically	Special	English
Disadvantaged	Education	Learners
1453 (77%)	186 (10%)	(6%)

ELPAC Results

	# Tested	% Level I	% Level 2	% Level 3	% Level 4
2017-18	88	7%	16%	32%	45%
2018-19	76	16%	36%	36%	13%

Redesignated Fluent English Proficient Rates

	2015-16	2016-17	2017-18	2018-19	2019-20	5-Year Average	Growth 2016-17 to 2019-20
# Redesignated	34	0	21	I	19	15	+19
% Redesignated	47%	0%	21%	1%	19%	18%	+19%

Plan for Serving Students with Disabilities

<u>Overview</u>

As of the writing of this document, in the 2020-21 school year, Fortune School serves 186 students with special needs, representing 10% of the population. Below, please see a snapshot of our current Special Education population:

		PERCENTAGE OF SPECIAL
	NUMBER OF STUDENTS	NEEDS STUDENTS RECEIVING
SERVICE PROVIDED	RECEIVING SERVICE	SERVICE
Language and Speech	110	36%
Specialized Academic Instruction	123	40%
Occupational Therapy	28	9%
Behavior Intervention Services	11	4%
Individual Counseling	14	4.5%
Counseling and Guidance	20	6.5%
Psychological Services	I	0.3%
TOTAL	307*	100%

*This number is higher than the number of students receiving special services, as some students receive more than one service.

Fortune School will continue to comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEA").

Fortune School is its own local educational agency ("LEA") and is a member of the El Dorado County Charter SELPA in conformity with Education Code Section 47641(a).

Fortune School will continue to comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Fortune School is solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Fortune School will continue to be accessible for all students with disabilities.

Section 504 of the Rehabilitation Act

Fortune School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Fortune School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with 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 including 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 a 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 Charter School's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, have a copy of each student's 504 Plan. The site administrator 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.

Services for Students under the IDEA

Fortune School will continue to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Fortune School will continue to provide services for special education students enrolled in Fortune School. Fortune School will continue to follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

Fortune School will continue to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

<u>Staffing</u>

All special education services at Fortune School are delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Fortune verifies that all non-public agencies it contracts with have been certified by the California Department of Education. Charter School staff participate in SELPA in-service training relating to special education as appropriate.

Fortune School is responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. Fortune School will continue to ensure that all special education staff hired or contracted by Fortune School is qualified pursuant to SEPLA policies, as well as meet all legal requirements. Fortune School is responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to charter school students, including,

without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

Fortune School will continue to follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. Fortune School will continue to adopt and implement polices relating to all special education issues and referrals as appropriate.

Identification and Referral

Fortune School is responsible for identifying, referring, and working cooperatively in locating charter school students who have or may have exceptional needs that qualify them to receive special education services. Fortune School will continue to implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

Fortune School will continue to follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Student Success Team (SST)

After Fortune School completes the child find procedures, a Student Success Team meeting will be convened. An SST will include, at a minimum, the parent/guardian, Charter School Principal, education specialist, general education teacher, and if/when necessary, a board-certified behavior analyst, school psychologist, or designated instructional service provider. The SST process will have three tiers.

In Tier I, in addition to the SST meeting, the student will participate in Fortune's RTI Program, and receive 6 weeks of accommodations/modifications in accordance with student needs identified in the SST meeting.

In Tier 2, after the 6-week period from Tier I has elapsed, a follow-up SST meeting will be held for the student to see if the accommodations/modifications established in Tier I have been successful. At this time, accommodations/modifications may be changed. Tier 2 interventions will be implemented for 6 weeks.

Lastly, in Tier 3, after the 6-week period from Tier 2 has elapsed, a follow up SST meeting will be held for the student. If at this time the accommodations/modifications identified in Tiers I and 2 need to be enhanced or are insufficient to meet the needs of the student, the SST will discuss and implement an assessment plan to be signed by the parent/guardian for the student to be evaluated for Special Education Services (Individualized Education Program ("IEP") or a 504 plan).

The assessment process may be expedited based on the needs of individual students. Parent communication will be an ongoing process before, during, and after the SST/IEP process.

Behavior Intervention Plans

Fortune School provides a full inclusion program for students with special needs. Students with disabilities will be held to the same behavioral expectations as their general education peers. Students with disabilities who have an IEP may require behavioral accommodations/modifications.

If a student is identified to have behavioral concerns, a SST meeting will be convened. In this meeting, the parent/guardian will be provided with an assessment plan to sign. The assessment plan will consist of a Functional Behavioral Analysis completed by a Board Certified Behavior Analyst. The assessment may result in a Behavior Intervention Plan. If it is determined that the student qualifies for an IEP, and the behavior plan has not been effective after several attempts and modifications to the plan, an IEP meeting will be convened for the purpose of a manifestation determination in order to discuss appropriate placement to best meet the student's needs.

Any disciplinary action necessary for students with disabilities will be based on school-wide policy and procedures, including the suspension and expulsion policy and procedures, in accordance with all applicable federal and state laws and regulations.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Fortune School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Fortune School will continue to obtain parent/guardian consent to assess its students.

IEP Meetings

Fortune School will continue to arrange and notice the necessary IEP meetings. IEP team membership will continue to be in compliance with state and federal law. Fortune School is responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or Fortune School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Fortune School and/or about the student. Fortune School is responsible for arranging for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and will continue to document the IEP meeting and provide of notice of parental rights.

IEP Development

Fortune School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education are the decision of the IEP team, pursuant to the IEP process. Programs, services and placements are provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law. In the case of English Learners, all IEP goals and objectives will be linguistically appropriate. In the goals section of an English Learner student's IEP, the box for "linguistically appropriate" will be marked.

IEP Implementation

Fortune School is responsible for all school site implementation of the IEP. As part of this responsibility, Fortune School provides parents with timely reports on the student's progress as provided in the student's IEP, and at least as frequently as progress reports are provided for Fortune School's non-special education students. Fortune School provides all home-school coordination and information exchange. Fortune School is responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in Fortune School from another school district outside of the SELPA with a current IEP within the same academic year, Fortune School will continue to conduct an IEP meeting within thirty (30) days. Prior to such meeting and pending agreement on a new IEP, Fortune School will continue to implement the existing IEP at Fortune School, to the extent practicable or as otherwise agreed with the parent/guardian.

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

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

Non-Public Placements/Non-Public Agencies

Fortune School is solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

Fortune School has adopted policies for responding to parental concerns or complaints related to special education services. Fortune School will continue to receive any concerns raised by parents/guardians regarding related services and rights. Fortune School's designated representative will continue to investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

Fortune School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, Fortune School shall defend the case.

SELPA Representation

Fortune School will continue to represent itself at all SELPA meetings.

Funding

Fortune School understands that it will be subject to the allocation plan of the SELPA.

Educational Partner

The Sacramento Observer is a weekly newspaper with a circulation of 50,000 that has served Sacramento's African American community since 1962. Dr. William H. Lee, who passed away September 22, 2019, was the publisher of *The Sacramento Observer* and was responsible for the paper's growth and development making it an integral part of the local African American community. Before he passed, Dr. Lee said that having a school named for him, William Lee College Prep, was one of the crowning accomplishments of his life. The children of William Lee College Prep sang the school song, *Lift Every Voice* at his Celebration of Life at the St. Paul Missionary Baptist Church in Sacramento, California on October 1, 2019.

His son, Larry Lee is the publisher of *The Sacramento Observer*, and in keeping with the tradition of the black press, *The Sacramento Observer* both reports the news affecting African Americans and advocates for the welfare of the community.

Education has long been an emphasis of the paper, celebrating Black achievement and reporting on the achievement gap experienced by African Americans in public schools. As longtime advocates of public education, *The Sacramento Observer* has lent its full endorsement to this effort to create nine college preparatory charter schools to prepare African American students for promising and productive futures. The Observer continues to partner with Fortune School of Education to sponsor outreach efforts to inform parents about the opportunity to enroll their children in a high performing charter school system that promises to move African American student achievement from last to first in the county.

B. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"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 charter school demonstrate that they have attained the skills, knowledge, and aptitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increase in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."

-California Education Code section 47605.6(b)(5)(B)

History of Meeting Academic Performance Goals

Under the term of the first charter from 2011-2016, Fortune School reached the state goal for schools of an 800 on the Academic Performance Index (API), having earned an 807 API in 2013, the last year for which state data on the API was available. The California Legislature suspended the API in 2014 as the state prepared to move to a new school accountability and assessment system--California Assessment of Student Performance and Progress (CAASPP). In the initial charter petition, Fortune School set a goal to reach an 800 API within 5 years. Fortune School exceeded that goal having maintained an API over 800 since its first year in operation. In 2013 Fortune School exceeded that goal not only school-wide, but also for its disadvantaged subgroups: African American, Latino, and English Learners.

Fortune School Academic Performance Index (API) Scores*

	2013
LEA-wide	807
African American	801
Latino	825
English Learners	837

Source: California Department of Education API Data Files: <u>https://www.cde.ca.gov/re/pr/api-_datarecordlayouts.asp</u> *2013 is the latest year for which an API is available. The California Legislature suspended the API in 2014 as the state prepared to move to a new school accountability and assessment system--California Assessment of Student Performance and Progress (CAASPP). Statewide CAASPP testing began in spring 2015.

During the first term of the charter (2011-2016), Fortune School met its academic performance goals. In addition, its African American students outperformed their peers in neighboring school districts and made progress towards closing the achievement gap between Black students at Fortune School and White students in some school districts in Sacramento County. Black students at Fortune exceeded the performance on the API of White students at Twin Rivers Unified School District and Robla Elementary School District, and nearly matched the performance of White students in San Juan Unified School District. Fortune School built on that success in the charter renewal term from 2016-2021.

Black Students at Fortune School Outperform Black Students in Neighboring Districts and the State on API

Black API 2013											
Fortune	Twin Rivers	San Juan	Sac City	State	Folsom- Cordova	Robla	Elk Grove	Natomas	Center		
801	668	671	677	707	709	711	712	716	758		

Fortune School Closes Black-White Achievement Gap with Some Districts, Nears Others

Black API 2013	White API 2013									
Fortune	Twin Rivers	Robla	San Juan	Center	Sac City	Elk Grove	Natomas	Folsom- Cordova		
801	764	793	808	814	831	831	859	860		

Source: California Department of Education API Data Files: <u>https://www.cde.ca.gov/re/pr/api-datarecordlayouts.asp</u>

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to: Education Code Section 47607.2(b) (middle performing)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle performing tier, as determined by the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

Summary Analysis: Fortune 2019 CAASPP Results

The following analysis is taken directly from the report created by the Sacramento County Office of Education entitled "Summary Analysis: Fortune 2019 CAASPP Results" (Oct 2019).

Mathematics

Overall:

- Fortune students performed above county and statewide averages.
- The rate of improvement for Fortune students from 2015 to 2019 is more than three times that of students countywide and statewide. Fortune students improved 24 percentage points over the last four years compared to more moderate increases of 5 percentage points countywide and 7 percentage points statewide.



<u>Claim</u>

- The growth in performance is also seen on the mathematics claims. Fortune students performed better than the county and the state on the Concepts & Procedures and Problem Solving, Modeling and Data Analysis claims and similar on the Communicating Reasoning claim.
- There has been notable improvement in claim performance by Fortune School students since 2015. Fortune students improved in the Problem Solving, Modeling, & Data Analysis claim by 19 percentage points over the last four years when students countywide and statewide showed little change. Similar results are evident for the Communicating Reasoning claim.
- When comparing the performance of Fortune School students to those in feeder districts, Fortune School performs above all of the feeder districts on two claims: Concepts & Procedures and Problem Solving, Modeling and Data Analysis. On the third claim, Communicating Reasoning, Fortune students outperformed three of the four feeder districts.


Concepts & Procedures



Problem Solving, Modeling & Data Analysis

Growth: Fortune, 19 pts County, 1 pt State, 1 pt

Growth: Fortune, 17 pts County, 3 pts State, 4 pts



Communicating Reasoning

Growth: Fortune, 12 pts County, -1 pt State, 0 pts







Grade Levels

- The performance of Fortune School students was strongest in grade 3 where Fortune School students perform 15 percentage points above the countywide average (62% of Fortune School students are meeting or exceeding standards compared to 47% of students countywide). Grade 3 students improved 31 percentage points (from 31% to 62% meeting or exceeding standards) in the last five years.
- There has also been substantial improvement in the scores for grade 5 students, with improvement of 46 percentage points from 2015 to 2019. This improvement compares to an 8 percentage point improvement for grade 5 students statewide.







Growth: Fortune, 28 pts County, 9 pts State, 10 pts







Growth: Fortune, 14 pts County: 4 pts State, 6 pts



Growth (from 2016): Fortune, 17 pts County, 1 pt State, 4 pts Growth (from 2017): Fortune, 17 pts County, -1 pt State: 1 pt

Student Group Performance

- Fortune School has shown improvement greater than the county and the state for students who are African American, Hispanic or Latino, low income, and English Learners. Fortune School students from these groups also performed at or above the county and state average.
- Thirty-nine percent of African American students at Fortune School met or exceeded standards compared to 18% in the county and 21% statewide. Similar results are shown for Hispanic or Latino students. Fifty-eight percent of Hispanic or Latino students at Fortune School met or exceeded standards compared to 27% in the county and 28% statewide.
- Performance for EL students has improved considerably over the last year. Thirty-nine percent of English Learners at Fortune School met or exceeded standards compared to 13% in the county and 13% statewide.
- Students with disabilities [have performance that] is above the county average and equal to the statewide average.

Economically Disadvantaged



All Students

46%

46%

45%

45%

40%

38%

35%

33%

29%

28%

1111111111111

Fortune School
William Lee College Prep
Alan Rowe College Prep
Fortune (all schools)
Elk Grove Unified
Hazel Mahone College Prep
State of California
Sacramento County
Natomas Unified
Sacramento City Unified
Twin Rivers Unified
Ephraim Williams College Prep



н	ispanic	S	tudents With Disabilities
Fortune School William Lee College Prep Alan Rowe College Prep Fortune (all schools) Hazel Mahone College Prep State of California Ephraim Williams College Prep Sacramento County Twin Rivers Unified	28% 28% 27% 27%	William Lee College Prep Hazel Mahone College Prep Fortune (all schools) State of California Natomas Unified Elk Grove Unified Sacramento County Fortune School Sacramento City Unified	27% 22% 13% 12% 12% 11% 11% 11%
Sacramento City Unified	25%	Twin Rivers Unified	8%
Elk Grove Unified	21%	Ephraim Williams College Prep	11. 6%
Natomas Unified	17%	Alan Rowe College Prep	11. 6%

VIII.B.131.



Growth: Fortune, 24 pts County, 5 pts State, 7 pts



Black or African American

Growth: Fortune, 21 pts County, 2 pts State, 5 pts



Hispanic

Growth: Fortune, 33 pts County, 6 pts State, 7 pts

Economically Disadvantaged



Growth: Fortune, 24 pts County, 4 pts State, 7 pts



Growth: Fortune, 32 pts County, 2 pts State, 2 pts

Students With Disabilities



Growth: Fortune, 4 pts County, 2 pts State, 4 pts

Above we have provided detail from the Sacramento County Office of Education's "Summary Analysis: Fortune 2019 CAASPP Results" about the performance of Fortune School students in Mathematics. According to the 2019 California School Dashboard, Fortune School is green in Mathematics--the long term goal for the state.



Summary Analysis: Fortune 2019 CAASPP Results

English Language Arts

Overall:

- The rate of improvement for Fortune School students in ELA over the past four years has doubled that of the state and nearly doubled that of the county (14 percentage point increase for Fortune School students compared to a 7 percentage point increase for the state and 8-point increase for the county).
- In 2019, the performance gap between Fortune School students and students in the county and state is less than half of what it was four years prior. In 2015, there was a 10 percentage point difference between the performance of Fortune School students and all students in the county; in 2019, that difference was 4 percentage points. Likewise, the 13-point difference between Fortune School students and students statewide in 2015 shrank to 6 percentage points in 2019.



Entity	Growth	2019 Difference	Change in Gap with
	(2015 to 2019)	from State	State (2015 to 2019)
Fortune (All Schools)	+14	-6	Narrowed by 7 pts
Sacramento County	+8	-4	Narrowed by 1 pt
State of California	+7		

<u>Claim</u>

- Fortune School students perform about as well as students in the county and the state on all four ELA claims: reading, writing, listening, and research & inquiry.
- From 2015 to 2019, Fortune School students significantly improved their performance on all four ELA claims, outgaining their peers county- and statewide.
- The most dramatic gains have been in the reading claim, where Fortune School students have improved 22 percentage points over the past five years, compared to gains of 6 percentage points for the county and the state. Fortune School has closed the achievement gap in this area, climbing from 13 percentage points below the county and 14 points below the state to exceeding the county by 3 points and the state by 2 points.
- When looking at performance of Fortune School students compared to students in the four main feeder school districts – Elk Grove, Natomas, Sacramento City, and Twin Rivers – Fortune School students perform at higher levels than some and at lower levels than some, with performance varying by Fortune school site. Students at the namesake Fortune School site outperformed all feeder districts, as well as the county and the state, in all four ELA claims.







Growth: Fortune, 9 pts County, 4 pts State, 4 pts

2018

72

74

76

2019

71

72

74

Growth: Fortune, 10 pts County, -3 pts State, -2 pts



Grade Level

- The performance of Fortune School students is strongest in grade 5, grade 7, and grade 8, where Fortune School students perform at or above the countywide average. More than half of Fortune School students at these grade levels met or exceeded standards in ELA.
- Grade 7 has shown improvement over each of the last three years, increasing from 23% of students meeting or exceeding standards in 2016 to 51% in 2019.
- Grade 8 showed the greatest single-year gain. The grade level improved by 34 percentage points, from 22% of students meeting or exceeding standards in 2018 to 56% in 2019.
- Grade 3 rose 13 percentage points in 2019 to reach 49% of students at met or exceeded standards, which matched the performance at the state and exceeded the performance at the county.
- Grade 6 has had varied performance, dipping 5 percentage points in 2016, then rising 19 points over 2017 and 2018 before dipping 13 points in 2019, resulting in a net gain of 1 percentage point since 2015.







Growth: Fortune, 21 pts County, 7 pts State, 7 pts





Growth: Fortune, 16 pts County, 10 pts State, 9 pts



Growth: Fortune, 1 pt County, 5 pts State, 5 pts



Growth (from 2016): Fortune, 28 pts County, 4 pts State, 3 pts

Growth (from 2017): Fortune, 30 pts County, -1 pt State, 0 pts

Student Group Performance

- Fortune School has shown improvement greater than the county and the state for most of its major student groups, including students who are African American, Hispanic, economically disadvantaged, and those with disabilities.
- African American and Hispanic students at Fortune School have outperformed their peers countywide for each of the past five years and have outperformed their peers statewide for the past three years. In 2019, 40% of African American students at Fortune met or exceeded standards, compared to 29% at the county and 33% at the state. Among Hispanic students, 53% at Fortune School met or exceeded standards, compared to 39% at the county and 41% at the state.
- African American students at four of the five Fortune schools also outperformed their peers at the county, state, and at four main feeder districts. At the namesake Fortune School, 62% of African American students met or exceeded standards; the closest performance at a feeder district was 34% meeting or exceeding standards at Elk Grove Unified.
- Hispanic students at all five of the Fortune schools outperformed their peers at the county, state, and three of the four main feeder districts. At the namesake Fortune School, 68% of Hispanic students met or exceeded standards; the closest performance at a feeder district was 44% meeting or exceeding standards at Elk Grove Unified.
- Performance for the relatively small population of EL students at Fortune School has varied considerably over the last five years; however, in 2019 this group improved from 13% met or exceeded standards to 21%, compared to the stagnant performance of ELs at the county (12%) and the state (13%).
- Economically disadvantaged students at Fortune School outperformed their peers at the county, the state, and most feeder districts. At Fortune School, 44% of economically disadvantaged students met or exceeded standards, compared to 37% at the county and 39% at the state.

All Students	Economically Disadvantaged		
Fortune - Fortune School	111111111111111111111111111111111111111	Fortune - Fortune School	111111111111111111111111111111111111111
Elk Grove Unified	56%	Fortune (all schools)	44%
State of California	51%	Elk Grove Unified	44%
Sacramento County	49%	Fortune - Hazel Mahone	///////////////////////////////////////
Natomas Unified	47%	Fortune - Alan Rowe	1//////////////////////////////////////
Fortune (all schools)	45%	State of California	39%
Sacramento City Unified	43%	Fortune - Ephraim Williams	///////////////////////////////////////
Fortune - William Lee	///////////////////////////////////////	Fortune - William Lee	9//////////////////////////////////////
Fortune - Ephraim Williams	///////////////////////////////////////	Sacramento County	37%
Fortune - Hazel Mahone	///////////////////////////////////////	Natomas Unified	37%
Fortune - Alan Rowe	///////////////////////////////////////	Twin Rivers Unified	34%
Twin Rivers Unified	37%	Sacramento City Unified	34%

VIII.B.138.

Black or African American

Fortune - Fortune School
Fortune - Hazel Mahone
Fortune - Ephraim Williams
Fortune (all schools)
Fortune - William Lee
Elk Grove Unified
State of California
Fortune - Alan Rowe
Sacramento County
Natomas Unified
Twin Rivers Unified
Sacramento City Unified

Ican		
		62
	///////////////////////////////////////	
uuuuu	/////////// 41%	
	40%	
///////////////////////////////////////	///////// 36%	
	34%	
	33%	
///////////////////////////////////////	///////, 32%	
	29%	
	28%	
	26%	
	24%	

English Learner

Students with Disabilities

%	Fortune - Fortune School	///////////////////////////////////////
	Fortune - William Lee	//////////// 22%
	Fortune (all schools)	21%
	Elk Grove Unified	15%
	State of California	13%
	Sacramento County	12%
	Fortune - Alan Rowe	//////. 11%
	Natomas Unified	10%
	Sacramento City Unified	9%
	Twin Rivers Unified	9%
	Fortune - Ephraim Williams	0%
	Fortune - Hazel Mahone*	

Hispanic

Fortune - Fortune School 68% Fortune - Hazel Mahone 1. 18% Fortune (all schools) 53% State of California 16% Fortune - William Lee 52% Natomas Unified 16% Fortune - Alan Rowe 50% Elk Grove Unified 14% Elk Grove Unified 44% Sacramento County 14% Fortune - Hazel Mahone 43% Sacramento City Unified 14% Fortune - Ephraim... 43% Fortune - William Lee 13% Natomas Unified 41% Fortune - Ephraim Williams 12% State of California 41% Fortune (all schools) 11% Sacramento County 39% Fortune - Fortune School 11% Twin Rivers Unified 36% Twin Rivers Unified 10% Sacramento City Unified 35% Fortune - Alan Rowe //////// 6%





Econically Disadvantaged

Growth: Fortune, 14 pts County, 8 pts State, 7 pts

Growth: Fortune, 16 pts County, 8 pts State, 8 pts



Above we have provided detail from the Sacramento County Office of Education's "Summary Analysis: Fortune 2019 CAASPP Results" about the performance of Fortune School students in English Language Arts. According to the 2019 California School Dashboard, Fortune School is yellow in English Language Arts. If Fortune School had scored 5.7 scale score points higher, it would have been green-the long term goal for the state. For comparison, Fortune grew by 19.5 scale score points from 2018 to 2019. If we had tested in spring 2020 and grown by just 5.7 scale score points, we would have achieved green. But state testing was suspended in 2020 due to Covid-19 school closures.



Dashboard Performance

The following tables display the Charter School's schoolwide Dashboard state indicators and, for comparison purposes, the County's and the State's, for the 2018-19 school year.

Academic Indicator ⁴	2019 Fortune School	2019 State	2019 County
English Language Arts	Yellow	Green	Red
Mathematics	Green	Orange	Red

		· · ·		
Academic	Student Group	2019 Fortune	2019 State	2019 County
Indicator		School		
	Hispanic	Green	Yellow	Red
English	Socio-econ. Disadvantaged	Yellow	Yellow	Red
Language	English Learners	Yellow	Yellow	Not Available
Arts	African American	Yellow	Yellow	Not Available
	Students with Disabilities	Orange	Orange	Not Available
	Hispanic	Blue	Yellow	Red
	Socio-econ. Disadvantaged	Green	Yellow	Red
Mathematics	English Learners	Green	Orange	Not Available
	African American	Yellow	Orange	Not Available
	Students with Disabilities	Orange	Orange	Not Available

Fortune School Dashboard State Indicators, Subgroup Scores in 2018-2019

As demonstrated above, the Charter School performed better than the State and County on the Mathematics State Indicator and better than the County on the English Language Arts Indicator.

Looking at individual student groups, the Charter School performed as well as the State with Students with Disabilities on both English Language Arts and Mathematics. (The County Office of Education did not have enough Students with Disabilities to receive a color.) In Mathematics the Charter School performed better than the State and County in every other student group. In English Language Arts the Charter School performed better than the County and the same as or better than the State in every other student group.

	ulcator 5. 2010	-2017
Local Indicator	2018 Result	2019 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met

Fortune School Dashboard Local Indicators: 2018-2019

As demonstrated above, the Charter School met standards for all local indicators in 2018 and in 2019.

⁴ English Learner Progress is also an academic indicator on the California School Dashboard. However, the state has not given colors for that indicator because we have not had enough years of data to do so.

Fortune's Analysis of Verified CAASPP Data

In the following analysis, the charter school provides clear and convincing evidence that the school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school. We also provide preliminary data for our graduating seniors – the inaugural class of our high school – showing that we anticipate strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. *Source: Education Code* 47607.2 (a) (4)

Participation

Fortune consistently experiences a participation rate well above the 95% requirement:

In 2018-19, Fortune had 532 students eligible to take the CAASPP. We had a 99.4% participation rate in ELA (529 out of 532) and a 98.7% participation rate in Math (525 out of 532).
In 2017-18, Fortune had 578 students eligible to take the CAASPP. We had a 99.5% participation rate in ELA (575 out of 578) and a 98.4% participation rate in Math (569 out of 578).
In 2016-17, Fortune had 591 students eligible to take the CAASPP. We had a 98.8% participation rate in ELA (584 out of 591) and a 98.5% participation rate in Math (582 out of 591).

We used the state methodology to calculate what percent of students had more than a year's progress both from 2017 to 2018 and from 2018 to 2019. In both years combined, over half of Fortune students experienced more than a year of progress in academic achievement in both subjects. This is especially impressive given that Fortune serves primarily low-income African American and Latino students.

Fortune's results are particularly impressive in Math. In 2018, over two thirds of Fortune students experienced more than a year of progress in Math, and over half of Fortune students experienced that much progress in every grade level. Additionally, over half of Fortune English Learners, Latinos, and students with disabilities experienced more than a year of progress in both years.

We also want to highlight the progress we make with students whose parents didn't graduate high school. In 2019, 70% of those students experienced more than year of progress in ELA and 57% experienced that progress in Math.

Finally, we want to highlight students who are two or more races. Nearly all students in this group identify as Black and another race. Currently 93% of Fortune students who are two or more races report being Black as well as another race (140 out of 150). In 2019 we had 69% of these students experience more than a year of progress in ELA, and 55% experienced that progress in Math.

ALL STUDENTS, 2018 to 2019

% with Cha	nge Higher than CA	4
Grade	ELA	Math
3 to 4	44%	52%
4 to 5	53%	66%
5 to 6	29%	41%
6 to 7	61%	46%
7 to 8	69%	37%
Total	49%	52%

Source: California Department of Education: <u>https://www.cde.ca.gov/ta/tg/ca/avescorechange.asp</u> See the Methodology section below for details.

ALL STUDENTS, 2017 to 2018

% with Change Higher than C

Grade	ELA	Math
3 to 4	52%	83%
4 to 5	39%	52%
5 to 6	48%	59%
6 to 7	73%	69%
7 to 8	63%	66%
Total	52%	67%
IUlai	JZ /0	

Disaggregation

Fortune does not have CAASPP scores for 11th graders because COVID-19 school closures prevented our inaugural class from testing. That class is graduating this spring, and we are tracking a variety of outcomes for them. The table below shows the preliminary outcomes for our senior class as well as comparison data for the state and nation. While this year is too soon for us to track college persistence, we will do so in the future as our scholars progress in their academic careers.

Out of our 20 seniors:							
	FHS All #	FHS All %	CA All	CA Black	US All	US Black	Top Charters
High school graduates	18	90%	84%	77%	85%	79%	88%
- with college credit (College and Career Ready)	17	85%	13%	9%	n/a	n/a	n/a
- with their Associate's Degree	4	20%	1%	1%	n/a	n/a	n/a
- who submitted their FAFSA	14	70%	48%	n/a	45%	n/a	n/a
- who applied to a 4-year college	14	70%	n/a	n/a	n/a	n/a	n/a
- who were accepted to a 4-year college	11*	55%*	n/a	n/a	n/a	n/a	n/a
- who are enrolling in a 4-year college	TBD	TBD%	28%	24%	44%	n/a	80%
- who received a college scholarship	TBD	TBD%	n/a	n/a	13%	n/a	n/a

*We are still waiting to learn whether 3 of our seniors will get accepted into a 4-year college.

Notes

- Three Fortune graduates did not submit their FAFSA or apply to college because they are planning to attend a trade school. One scholar is joining the military.

- The 13% in the "US All" column is the percent of students in a Bachelor's degree program who receive scholarships. The average amount is \$4,202; this is from 2015-16, the most recent year available). Only 1.5% of students received a free ride to a Bachelor's Degree program.

<u>Sources</u>

High school graduation data: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2019-20 College Credit and Associate's Degree data: https://ducation.ucdavis.edu/sites/main/files/ucdavis wheelhouse research brief vol5no1 online.pdf FAFSA data, as of April 11th, 2021: https://formyourfuture.org/fafsa-tracker/

4-Year College enrollment data (for CA, removed community college and out-of-state 2-year college enrollees): https://dq.cde.ca.gov/dataquest/DQCensus/CGR.aspx?agglevel=State&cds=00&year=2017-18 https://nces.ed.gov/fastfacts/display.asp?id=51#:~:text=In%20every%20year%20from%202000.enrolled%20in%202%2Dyear%20institutions. Scholarship data: https://www.savingforcollege.com/article/college-scholarships-statistics

Student Groups

We report results for all student groups on the California School Dashboard whenever at least 11 students have scores in both 2018 and 2019. We also report results for students whose parents do not have a high school degree because those students made particularly impressive progress.

AFRICAN AMERICAN

	% with Change Hi	gher than CA
Grade	ELA	Math
3 to 4	46%	52%
4 to 5	48%	62%
5 to 6	20%	39%
6 to 7	58%	42%
7 to 8	63%	26%
Total	44%	48%

LATINO

	% with Change Higher than CA		
Grade	ELA	Math	
3 to 4	39%	54%	
4 to 5	67%	67%	
5 to 6	39%	44%	
6 to 7	60%	56%	
7 to 8	85%	62%	
Total	56%	57%	

TWO OR MORE RACES

	% with Change Higher than CA		
Grade	ELA	Math	
3 to 4	n/a	n/a	
4 to 5	60%	25%	
5 to 6	33%	100%	
6 to 7	100%	100%	
7 to 8	100%	33%	
Total	69%	55%	

ECONOMICALLY DISADVANTAGED

% with Change Higher than CA

Grade	ELA	Math
3 to 4	45%	50%
4 to 5	54%	66%
5 to 6	27%	37%
6 to 7	59%	45%
7 to 8	80%	32%
Total	49%	50%

ENGLISH LEARNER

	% with Change Higher than CA		
Grade	ELA	Math	
3 to 4	60%	60%	
4 to 5	33%	67%	
5 to 6	50%	67%	
6 to 7	25%	25%	
7 to 8	100%	100%	
Total	48%	61%	

RECLASSIFIED FLUENT ENGLISH PROFICIENT

% with Change Higher than CA

Grade	ELA	Math
3 to 4	43%	43%
4 to 5	79%	71%
5 to 6	50%	50%
6 to 7	50%	50%
7 to 8	100%	80%
Total	66%	61%

STUDENTS WITH DISABILITIES

% with Change Higher than CA		
Grade	ELA	Math
3 to 4	43%	67%
4 to 5	46%	64%
5 to 6	33%	33%
6 to 7	60%	40%
7 to 8	38%	38%
Total	44%	51%

PARENTS ARE NOT HIGH SCHOOL GRADUATES

	% with Change Higher than CA		
Grade	ELA	Math	
3 to 4	78%	75%	
4 to 5	100%	29%	
5 to 6	50%	50%	
6 to 7	20%	40%	
7 to 8	100%	100%	
Total	70%	57%	

For the transition from spring 2017 to spring 2018, we again provide results for all student groups on the California School Dashboard with at least 11 scores in both years.

AFRICAN AMERICAN

% with Change Higher than CA		
Grade	ELA	Math
3 to 4	48%	86%
4 to 5	40%	52%
5 to 6	39%	60%
6 to 7	81%	63%
7 to 8	63%	70%
Total	49%	68%

LATINO

% with Change Higher than CA		
Grade	ELA	Math
3 to 4	52%	77%
4 to 5	43%	50%
5 to 6	67%	63%
6 to 7	60%	87%
7 to 8	63%	50%
Total	55%	66%

ASIAN

% with	th Change Higher than CA		
Grade	ELA	Math	
3 to 4	60%	80%	

Total	64%	64%
7 to 8	100%	100%
6 to 7	100%	0%
5 to 6	50%	50%
4 to 5	50%	50%

ECONOMICALLY DISADVANTAGED

% with	Change Hig	her than CA
Grade	ELA	Math
3 to 4	57%	87%
4 to 5	33%	51%
5 to 6	55%	59%
6 to 7	71%	74%
7 to 8	64%	64%
Total	53%	68%

STUDENTS WITH DISABILITIES

% with	Change Hig	her than CA
Grade	ELA	Math
3 to 4	44%	81%
4 to 5	25%	54%
5 to 6	15%	29%
6 to 7	100%	75%
7 to 8	33%	100%
Total	35%	60%

ENGLISH LEARNER

% with	Change Hig	her than CA
Grade	ELA	Math
3 to 4	100%	100%
4 to 5	38%	50%
5 to 6	33%	33%
6 to 7	100%	100%
7 to 8	25%	0%
Total	58%	58%

Methodology

We follow the state guidance of providing counts and percentages of students exceeding normative change. Normative change for each grade and subject was obtained from these tables provided by the California Department of Education: <u>https://www.cde.ca.gov/ta/tg/ca/avescorechange.asp</u>. We average the change for three transitions: 2016 to 2017, 2017 to 2018, and 2018 to 2019. We then compare the change for each of our scholars to the 3-year average change for students statewide who had a similar prior score in that subject. For each grade and subject, we determine what percent of our scholars experienced change higher than that statewide comparison.

Charter School Goals and Actions to Achieve the Eight State Priorities

Pursuant to Education Code Sections 47605.6(b)(5)(A)(ii) and 47605.6(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available on our website. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July I, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Local Control and Accountability Plan 2017-20

Please see **Appendix 4** for the Annual Measurable Outcomes for Fortune School's 2017-20 Local Control and Accountability Plan.

Learning Continuity and Attendance Plan 2020-21

Please see **Appendix 5** for Fortune's Learning Continuity and Attendance Plan.

CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle performing) may be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, the Charter School meets the renewal criteria for a middle performing school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

C. METHOD BY WHICH PUPIL PROGRESS IS MEASURED

"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 47605.6(b)(5)(C)

Assessments

Fortune School administers the following standardized assessments and internal assessments:

Assessment	Grade Levels	Frequency
CAASPP SBAC (ELA and Math)	3-8 and 11	Annually
California Science Test (CST)	5, 8, and 11	Annually
Summative ELPAC	All grades	Annually
NWEA MAP	All grades	Three times a year for grades K-2 and 9-10; two
		times a year for grades 3-8 and 11
Interim Assessment Blocks	3-8	Up to three times a year, based on the grade level
		and content area
Interim Assessments (from	K-8	Up to three times a year, based on the grade level
Achievement First)		and content area

Data Analysis and Reporting

Fortune's Data, Analytics, and Strategy Department (i.e. the Data Team) is responsible for collecting, analyzing, and reporting data on pupil achievement. The Data Team analyzes student results at a variety of levels: system-wide, by site, by grade, by state-recognized student groups, and by other relevant groups of students. When possible, the Data Team uses this outcome data to evaluate the impact of interventions – actions Fortune has taken to attempt to improve student outcomes. The Data Team reports data on pupil achievement to school staff at weekly Cabinet Meetings, weekly Principal Meetings, and special meetings focused on student outcomes. The Data Team also ensures that students' families are made aware of the performance of their children.

D. LOCATION OF EACH CHARTER SCHOOL FACILITY

"The location of each charter school facility that the petitioner proposes to operate." -California Education Code Section 47605.6(b)(5)(D)

Fortune School currently operates eight schools at the following locations:

- Fortune School 6829 Stockton Blvd., #380, Sacramento, CA 95823
- William Lee College Prep 3300 Stockton Blvd., Sacramento, CA 95820
- Alan Rowe College Prep 9424 Big Horn Blvd., Elk Grove, CA 95758
- Ephraim Williams College Prep 4545 9th Ave., Sacramento, CA 95820
- Hazel Mahone College Prep 3750 Rosin Ct., Sacramento, CA 95834
- Rex & Margaret Fortune Early College High School 9270 Bruceville Road, Elk Grove, CA 95758
- Fortune Middle School 9270 Bruceville Road, Elk Grove, CA 95758
- Tecoy Porter College Prep 2801 Meadowview Rd., Sacramento, CA 95832

During the next charter term (2021-26), Fortune School plans to open a new middle school campus in Meadowview. This school will incubate its sixth grade at Tecoy Porter College Prep in 2022-23 and then

will move to a permanent site in 2023-24. Construction will be completed on the K-12 Education Complex in the summer of 2021 and the Rex and Margaret Fortune Early College High School and Fortune Middle School will move to the K-12 Education Complex in August of 2021. Alan Rowe College Prep will also move to the K-12 Education Complex in August of 2021.

Transportation

The Charter School shall not provide transportation to and from school, unless it chooses otherwise, except for special education students, pursuant to an IEP.

E. FOUNDERS AND GOVERNANCE STRUCTURE

"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."

-California Education Code section 47605.6(b)(5)(E)

Non-Profit Public Benefit Corporation

Fortune School is a directly-funded, independent charter school operated by Fortune School of Education, a California Non-Profit Public Benefit Corporation, pursuant to California law upon approval of this charter.

Fortune School operates autonomously from the Sacramento County Office of Education ("SCOE"), with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between SCOE and Fortune School. Pursuant to California Education Code Section 47604(d), SCOE/SCBOE shall not be liable for the debts and obligations of Fortune School, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by Fortune School as long as SCOE has complied with all oversight responsibilities required by law.

As a non-profit corporation, Fortune School of Education will not operate to the private benefit of any individual or group of individuals, and will instead operate for the benefit of the California public school students it serves.

Attached, please find the FSE Articles of Incorporation (**Appendix 6**), Corporate Bylaws and 501(c)(3) status document (**Appendix 7**), and Conflict of Interest Code (**Appendix 8**).

Board of Directors

Fortune School is governed by the FSE Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which are consistent with the terms of this charter. Fortune School will continue to comply with the Brown Act (Government Code Section 54950, et seq.), the Political Reform Act (Government Code Section 87100, et seq.) and Government Code Section 1090, et seq, as set forth in Education Code Section 47604.1. The FSE Board shall have five (5) to seven (7) directors. All FSE directors are designated at FSE's annual meeting of the Board of Directors. Each director holds office unless otherwise removed from office in accordance with the FSE bylaws for a term of two (2) years and until a successor director has been appointed.

The FSE Board of Directors is currently comprised of the following directors:

- Dr. Eleanor Brown, Principal (Ret.); Former Sacramento County Board of Education Member
- Dr. Paulette Brown Hinds, President, Brown Publishing Company
- Bertha Gorman, Associate Secretary (Ret.); California State Health & Human Services Agency
- Scott Loehr, Superintendent, Center Unified School District
- Ollie Watson, Principal (Ret.), Del Paso Heights School District

FSE Board Meetings and Duties

The Board of Directors of Fortune School meet regularly, at least quarterly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of Fortune School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and dismissal of the President/Chief Executive Officer ("CEO") of FSE;
- Approve all contractual agreements, including and over \$100,000;
- Approve and monitor the implementation of general policies of Fortune School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor Fortune School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of Fortune School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of Fortune School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school-related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to SCOE for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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 are not in conflict with this charter or the purposes for which schools are established.

FSE has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which will be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts of Interest Code is attached within **Appendix 8**.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Fortune School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

Board Training and Sustainability

Fortune School is committed to continuous improvement and ongoing training to assist the FSE Board in fulfilling its responsibilities to act as the steward of Fortune School. To this end, the FSE Board participates in appropriate training and educational opportunities to more effectively govern Fortune School's operations. Such training experiences include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Such trainings or professional development are made available to individual Board Members to enhance skills they need to effectively perform a critical role on the FSE Board's behalf, or include full Board training and professional development on matters applicable to the full Board. This includes, for example, training on open meetings laws, conflicts of interest procedures and protocol, disclosure of public records, fiscal oversight and management, oversight of employment programs, and academic program operation and accountability to be sure the Board is fulfilling its oversight responsibilities with fitness.

Selection of FSE Board Members

All FSE Board Members have full voting rights. The Board of Directors shall have the power to appoint and remove, at the pleasure of the Board of Directors, members of the Board of Directors of Fortune School of Education, pursuant to the Corporate Bylaws (**Appendix 7**).

FSE Administration

President/CEO

The President/CEO is the general manager of FSE and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement or job specification. The President/CEO has other such powers and duties as the Board of Directors or the FSE bylaws require. The President/CEO presides at the Board of Directors' meetings.

Chief Financial Officer ("CFO")

The CFO keeps and maintains, or causes to be kept and maintained, adequate and correct books and accounts of FSE's properties and transactions. The CFO sends or causes to be given to directors such financial statements and reports as are required to be given by law, by the FSE bylaws, or by the FSE Board. The books of account are open to inspection by any director at all reasonable times.

The CFO will continue to (a) deposit, or causes to be deposited, all money and other valuables in the name and to the credit of FSE with such depositories as the Board of Directors may designate; (b)

disburse FSE's funds as the Board may order; (c) render to the President/CEO, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as CFO and of the financial condition of FSE; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the FSE bylaws may require.

If required by the Board, the CFO shall give FSE a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to FSE of all its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the CFO on his or her death, resignation, retirement, or removal from office.

Chief Operating Officer

The Chief Operating Officer is responsible for all administrative operations at FSE's charter schools including facilities management, human resources, legal affairs, information technology, branding, credentialing and procurement. The Chief Operating Officer also directs professional development of operational staff at the school sites. As the Human Resources

The Chief Operating Officer is responsible for staffing and human resources of Fortune School. The Chief Operating Officer or his/her designee provides support to the Principals to evaluate, train and discipline employees of Fortune School. In addition, the Chief Operating Officer ensures that all employees of Fortune School hold the valid credentials and clear the appropriate background checks as required by state and federal law.

Chief Academic Officer

The Chief Academic Officer is responsible for overseeing the instructional program and student academic performance at Fortune School. In addition, the Chief Academic Officer is responsible for providing professional development for teachers at Fortune School, including in the use of state-adopted instructional materials and data-driven instruction.

School Administration

Principal

The Principal is the leader of a Fortune School campus. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences. The Principal reports directly to the Chief Academic Officer, and s/he is responsible for the orderly operation of a Fortune School campus and the supervision of all employees in a Fortune School campus. The Principal manages the day-to-day operations of the Charter School. The Principal provides input to the Chief Academic Officer and Chief Operating Officer for all hiring and evaluation of faculty and staff and all personnel discipline. The Principal is responsible for the implementation of all FSE Board policies and procedures, including, but not limited to organization of all instruction, academic support, and health and counseling services for all students.

The Principal performs assigned tasks as directed by the Chief Academic Officer, and is required to undertake some or all of the tasks detailed below. These tasks may include, but are not limited to, the following:

- Ensure Fortune School enacts its mission;
- Supervise and evaluate teachers and staff;
- Provide reports to the FSE Board of Directors;
- Manage school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of Fortune School;

- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
 - Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or FSE Board of Directors and/or the County Office of Education;
- Identify the staffing needs of Fortune School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Ensure the security of the school building;
- Encourage and support teacher professional development;
- Provide all necessary financial reports as required for proper attendance reporting;
- Manage student discipline, and, as necessary, participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The Charter School is a Viable Enterprise

Fortune School has become a viable enterprise as evidenced by its healthy fund balance as reported in the Audit Report (**Appendix 12**). The budget projects that we will continue to add to that fund balance over the term of the charter renewal.

Parent Involvement in Governance

One goal of Fortune School is to empower parents as educational partners. Parents will continue to have the opportunity to participate in a variety of meaningful ways at Fortune School, and their presence on campus and assisting teachers in the classroom will continue to be most important. Parents will continue to be members of the School Site Council and will continue to be encouraged to participate in the School Site Council meetings.

In order to ensure significant parent involvement, Fortune School will continue to encourage the development of parent-based groups. These groups are responsible for recruiting parents in the activities of Fortune School for the purpose of strengthening the community.

School Site Council

Fortune School has a School Site Council ("SSC"). The SSC is a group of stakeholders that includes parents, teachers and administrators who develop and monitor the Single Plan for Student Achievement ("SPSA"). The SSC also reviews categorical spending at Fortune School.

Parent Education and Participation

Studies have shown that students whose parents are involved in their education generally have higher grades and test scores, better attendance, more consistently complete homework, higher graduation rates and greater enrollment in postsecondary education.⁵ Fortune School parents are actively involved in the education of students. Fortune School campuses foster a climate of parent volunteerism. After signing a "Commitment to Excellence Contract", parents are encouraged to complete 40 hours of

⁵ The National PTA. Building Successful Partnerships. Bloomington: National Education Service, 2000. 12.

completely voluntary service each academic year. There is no consequence to families if they fail to complete voluntary parent service hours. Parent volunteerism is, however, an important part of Fortune School's approach to closing the achievement gap and we stand behind it as a part of our culture that calls for parents to accept responsibility for the education of their children. In accordance with Education Code Section 47605.6(n), the charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Parent Liaisons at each campus coordinate a rich program of parent involvement that includes creating a welcoming environment for parents. Front office staff complete customer service training focused on providing excellent customer service, learning parent names, and having difficult conversations in a respectful way. Parent Liaisons create and implement a program of parent engagement including parent meetings, a schedule of seasonal activities and parent groups. Campuses publish parent newsletters and communicate using social media. Fortune School also partners with community-based organizations to provide parent education.

F. EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."

-California Education Code section 47605.6(b)(5)(F)

Selection and appointment of Fortune School employees is the exclusive prerogative of FSE. FSE holds recruit/release authority for all Fortune School staff, and sets the terms and conditions of employment, within the parameters of the FSE policies and procedures. FSE does not and will not discriminate against any applicant on the basis of the characteristics listed in Education Code Section 220 or any other basis prohibited by law. All candidates will continue to be required to show evidence of compliance with the California criminal background check and clearance process. Certificated employees will continue to meet the credential requirements for countywide benefit charters established in Education Code. All teachers assigned to provide instruction to English Learners will have the appropriate authorization (CLAD, BCLAD or equivalent).

Staffing Plan

Please see job descriptions and employee qualifications in Appendix 9.

	2021-2022	2022-2023	2023-2024
	2021-2022	2022-2023	2023-2024
Principal	6	6	7
Assistant Principal	3	3	2
Counselor	Ι	2	2
Multiple Subject Teacher	59	61	64
Education Specialist	7	7	7.5
Single Subject Teacher	36	41.5	46.5
Office Manager	6	6	7
School Secretary	8	8	8
Parent Liaison	3.63	3.63	4.13
Food Service Coordinator	5.25	5.25	6

STAFFING PLAN FOR SCHOOL SITES

Food Service Aide	I.44	I.44	1.44
Supper Coordinator	1.5	1.5	I.75
Custodian	17.5	17.5	19
Instructional Aide	7.5	8	8
Instructional Aide - SpEd	22.04	22.04	23.04
Behavior Aide	1.5	1.5	I.5
Behavior Technician	16.5	17.2	18.2
Tutor	.8	.8	.8
Yoga Instructor	1.21	1.21	1.21
TOTAL	204.87	214.57	229.07

NOTE: The positions included in the Staffing Plan represent site based employees of Fortune School. We also have a Special Education department that services the speech, occupational therapy, school psychologist, and counseling needs of the entire organization.

Organizational Chart

Attached as Appendix 9, please find Fortune School of Education's Organizational Chart.

G. HEALTH AND SAFETY PROCEDURES

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

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to

(J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school."

-California Education Code section 47605.6(b)(5)(G)

Fortune School believes that it is our responsibility to nurture not only students' minds but also their emotional and physical well-being. Fortune School implements a comprehensive set of health, safety, and risk management policies. In general, health and safety matters are dealt with in accordance with these policies. These policies have been developed in consultation with the charter school's insurance carriers and at a minimum will address the topics described below. These policies and procedures are incorporated as appropriate into the charter school's student and staff handbooks and are reviewed on an ongoing basis in the charter school's staff development efforts and governing board policies. Specifically, these policies and procedures address the following topics:

- All enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- Response to natural disasters and emergencies, including fires, floods and earthquakes through a disaster plan that shall be developed in consultation with Occupational Services, Inc., which specializes in emergency preparedness and risk management, including disaster plan development.
- Preventing contact with blood-borne pathogens.
- Instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Administration of prescription drugs and other medicines.
- Charter schools in the Fortune School network shall be housed in facilities that have received

State Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined that the facilities present no substantial seismic safety hazard.

- Fortune School is a drug, alcohol and tobacco-free workplace.
- All employees must submit to a criminal background check and furnish a criminal record summary prior to beginning employment with Fortune School of Education, as required by Education Code Sections 44237 and 45125.1.
- A policy that all guest lecturers complete a background statement and be under the supervision of the classroom teacher or designated person at all times.
- A policy that all volunteers must submit to a criminal background check and furnish a criminal record summary prior to volunteering on any Fortune School campus.
- A policy that charter schools in the Fortune network utilize security personnel/campus monitors.
- A policy that all visitors be required to sign in at the office and wear a visitor's badge at all times while on school property.
- A policy that Fortune School has established a safe place off the grounds to move students in the event of danger.

The following is a summary of the health and safety policies of the Charter School:

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, pursuant to Education Code Section 49406. As a condition of employment, tuberculosis risk assessments and examinations (if necessary) and are required before the employee's start date. Further, tuberculosis screening is required every four (4) years pursuant to the requirements of Education Code Section 49406(b). Fortune School provides notification to employees and volunteers with sufficient advanced notice to enable those individuals to complete their mandatory tuberculosis screening in a timely manner.

Fingerprinting/Criminal Background Check Process

Each employee and contractor of the charter school will continue to be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. The Livescan form for both the Department of Justice and the FBI fingerprinting/criminal background check is distributed by the Director of Human Resources. Once the candidate has notified the Director of Human Resources that they have completed the fingerprinting process, the Director of Human Resources reviews the DOJ database that's associated with Fortune School's ORI number to review DOJ clearances. This serves as proof to verify clearance and make the determination whether or not to allow a candidate to begin employment. The process must be completed before the employee's or contractor's start date. If the candidate is not cleared, they will not be eligible for employment. The charter school shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

Immunizations

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

Immunization forms and other pertinent medical records are kept on file confidentially by the charter school administration. Parents/guardians are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter I (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The charter school may exempt students from enrolling who are not properly immunized pursuant to Education Code Section 48216 *et seq.* Those parents/guardians who are having difficulty obtaining immunizations for their children are provided information on where to get immunized in their community.

Student and Employee Records

Documentation is on file in the student's records or employee records held in security at the charter school's primary administrative office. Copies of employee records and student records can be made available to the County office of Education, upon request.

Student Health

Fortune School works to ensure every student in the charter school receives proper health care. We have developed a plan to have referral services available to offer low-cost health care to its students and families who are uninsured.

As required by state law, the charter school provides screening for student vision, hearing and scoliosis. Fortune School also has a policy establishing the charter school as a drug, alcohol, and smoke free environment.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Bloodborne Pathogens

All employees undergo Bloodborne Pathogens mandated training annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School implements policies relating to preventing contact with blood-borne pathogens. The Principal at each Fortune School campus, with support from Fortune School's charter management organization, ensures that each school site in the network meets state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Fortune School has established a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other body fluids through injury or accident, students, and staff follow the latest medical protocol for disinfecting procedures.

Child Abuse Prevention and Reporting

All employees undergo required Mandated Reporter training annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School maintains detailed policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties. Such policies detail the role and obligation of staff in the reporting of child abuse pursuant to California Penal Code Section 11164. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom she or he knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. All appropriate staff is required to certify that he or she has knowledge of California Penal Code section 11166 and will comply with its provisions before being hired. Fortune School staff will complete training pursuant to Education Code section 44691(b)(1).

<u>Diabetes</u>

Fortune School provides an information sheet regarding Type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet includes all of the following information:

- I. A description of Type 2 diabetes.
- 2. A description of the risk factors and warning signs associated with type 2 diabetes.
- 3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- 4. A description of treatments and prevention methods of type 2 diabetes.
- 5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and HIV prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March I of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

Fortune School will continue to adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. This handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Fortune School.

Facility Safety

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

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

All employees undergo mandatory Anti-Discrimination and Harassment Prevention training bi-annually. This requirement is managed across the Fortune School network by the Human Resources Department. Fortune School is committed to providing schools that are free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Fortune School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the charter school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Fortune School's antidiscrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

H. STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the county board of education to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school."

-California Education Code section 47605.6(b)(5)(H)

Fortune School has implemented a student recruitment strategy that is represented by, but is not necessarily limited to, a combination of the following elements or strategies, ensuring a diverse student body and a balance of racial and ethnic students, special education students and English Leaners that is reflective of the general population residing within the territorial jurisdiction of the County Office of Education:

- An enrollment process that is scheduled and adopted that includes a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English to appeal to English Learner populations.
- The distribution of promotional and informational materials to a broad variety of community

groups and agencies.

- Outreach meetings in several areas of the county, reaching prospective students and parents. Fortune School keeps a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Collaboration with community based organizations to support outreach efforts.

I. INDEPENDENT FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, in accordance with regulations established by the state board, and the manner in which audit exceptions and deficiencies shall be resolved." -California Education Code section 47605.6(b)(5)(I)

An annual independent financial audit of the books and records of the charter school is conducted as required by Education Code Sections 47605.6(b)(5)(I) and 47605.6(m). The books and records of the charter school are kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit employs generally accepted accounting procedures. The audit is 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.

FSE's auditor is required to have, at a minimum, a CPA and educational institution audit experience and must be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope is expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit is completed and forwarded to the County Superintendent of Schools, the State Controller, and the CDE no later than December 15 following the close of the school year. The FSE Board reviews any audit exceptions or deficiencies and reports to the FSE Board with recommendations on how to resolve them. The FSE Board will submit a report to the County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County Office of Education, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request. (Please see **Appendix 12** for the latest Audit Report.)

J. DISCIPLINE, SUSPENSION/EXPULSION PROCEDURES

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

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

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

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

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

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

-California Education Code section 47605.6(b)(5)(J)

Students are responsible for their actions and are expected to adhere to the Commitment to Excellence Contract and school rules and policies. If a student is in violation of a school rule or policy, a teacher or staff member will refer him/her to the appropriate administrator to determine the consequences based on the type and severity of the violation.

Corporal punishment will not be permitted at any FSE charter school. Any employee who is determined to have engaged in such action will be terminated immediately. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request in the school office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth,
the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal.

If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students

A student may be suspended from school or recommended for expulsion if the Principal determines that the student has committed a prohibited act outlined in Education Code Section 48900 or otherwise identified in the Charter School's Discipline Matrix (**Appendix 14**) included in the Student/Parent Handbook. A student shall be immediately suspended and shall be recommended for expulsion if the Principal determines that the student has committed an act under Education Code Section 48915(c).

Due Process Protections

Prior to student discipline, especially those involving suspension or expulsion or other limitation of fundamentally protected student rights, every student will have access to the maximum due process protections provided under the law, within the context of the circumstances. Students who are being considered for suspension and expulsion will be provided the specific due process protections provided below to safeguard the student's interests within the situation.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

<u>Conference</u>

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a Charter School employee 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. 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 add that state law requires the parent/guardian to respond to such requests without delay.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades I to I2, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Only the neutral and impartial Fortune School of Education Board of Directors, upon the recommendation of the expulsion panel, may expel a student. The governing board and the expulsion panel shall be presided over by a designated neutral hearing chairperson. The governing board may expel any student found to have committed an expellable offense(s) listed in Education Code Section 48900, as stated in the "Grounds for Suspension and Expulsion" above.

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the governing board finds that the student committed the expellable offense and at least one of the following findings may be substantiated:

I. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Expulsion Procedure

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 Charter School Principal or designee determines that the student has committed an expellable offense under the "Grounds for Suspension and Expulsion" and recommends the student for expulsion.

The hearing will be conducted by the expulsion panel. The Charter School Principal will make a recommendation for expulsion to the expulsion panel. The expulsion panel shall be comprised of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School's Board. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA") unless the student 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 student. The notice shall include:

- I. The date and place of the hearing;
- 2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3. A copy of the charter school's disciplinary rules which relate to the alleged violation;
- 4. Notification of the student's or parent/guardian's obligation to provide information about the student's status to any other district in 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; and
- 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

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

- 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 their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.
- 2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- 3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- 5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

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

Notification of SELPA

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

Services During Suspension

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

Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

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

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

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

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

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

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

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 IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the

student

had a disability if one of the following conditions exists:

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

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA- eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian 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 an expulsion hearing, 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 expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in the "Grounds for Suspension and Expulsion."

Finding of facts 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 expulsion 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 student, 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 their testimony heard in a session closed to the public.

Expulsion Decision

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

VIII.B.169.

If the expulsion panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program. The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee following a decision of the governing board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall include the following:

- 1. The specific offense committed by the student under the "Grounds for Suspension and Expulsion";
- 2. Notice of the student's right to appeal the expulsion; and
- 3. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal, or designee, shall send written notice of the decision to expel to the student's district of residence and the Sacramento County Office of Education. This notice shall include the following:

- I. The student's name; and
- 2. The specific offense committed by the student.

Upon expulsion from the Charter School, students will be referred to their district of residence to attend school pursuant to the procedure of their district of residence pertaining to expelled students.

Additional Due Process Rights

Every student is entitled under fundamental principles of due process to know precisely what conduct is prohibited prior to being disciplined for such conduct, and to possess ample opportunity to review the evidence presented and provide a response to such evidence. The due process protections afforded to students prior to suspension and expulsion are provided above, and further rights, such as the right to appeal, record-keeping, and rehabilitation and re-admittance are included below.

Appeal Rights

Following receipt of the notice of expulsion or suspension, the student shall have the right to appeal that decision to the full Fortune School of Education Board of Directors. The student shall have 10 days to present their intention to appeal the decision. Upon the appeal, the student shall have the right to a de novo review in front of the full governing board in closed session, including the full complement of due process rights available to the student during the initial hearing. The full governing board will then render a final decision regarding the student's appeal.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available for the chartering authority's review upon request, but neither the chartering authority shall be involved in the disciplinary decision.

Expelled Students/Alternative Education

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

Rehabilitation Plans

Students who are expelled shall be given a rehabilitation plan upon expulsion as developed by the governing 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 (1) year from the date of expulsion when the student may reapply for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the governing board following a meeting with the Principal and the student and student's parent/guardian or representative, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the governing board following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

K. RETIREMENT SYSTEMS

"The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security."

-California Education Code section 47605.6(b)(5)(K)

All employees at Fortune School participate in the federal social security system as required by law and have access to an FSE-sponsored 403(b) retirement plan, according to policies developed by the Board

of Directors and adopted as Fortune School's employee policies. The Chief Financial Officer is responsible for ensuring that appropriate arrangements for coverage have been made. Fortune School is not planning to participate in the California State Teachers' Retirement System ("CalSTRS") or the California Public Employees' Retirement System ("CalPERS").

<u>Salary</u>

Fortune School has adopted a formal salary schedule (see **Appendix 10**). The salary schedule is based on periodic compensation studies comparing Fortune School to comparison school districts in the region.

L. DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter."

-California Education Code section 47605.6(b)(5)(L)

Fortune School maintains policies and processes for aiding and resolving internal and external disputes.

<u>Intent</u>

The intent of this dispute resolution process is to (1) resolve disputes within the charter school pursuant to the charter school's policies, (2) minimize the oversight burden on SCOE as Fortune School's authorizing agent, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight. Fortune School and SCOE intend to resolve disputes informally wherever possible, and only to use the dispute resolution process herein when informal attempts have failed.

Public Comments

The staff and governing board members of Fortune School and SCOE agree to resolve all disputes regarding the charter school pursuant to the terms of this section. Both agree to refrain from public commentary regarding any disputes until the matter has progressed through this dispute resolution process. Notwithstanding this, both Fortune School and SCOE may discuss disputes in public meetings of their respective boards as required by the Brown Act and shall respond to Public Records Act requests as required by law.

Disputes Arising from Within the Charter School

Disputes over personnel discipline are not covered by Fortune School's dispute resolution process, and instead, are resolved through the personnel policies and procedures. Fortune School maintains comprehensive personnel policies and procedures, approved by the Fortune School of Education Board of Directors that are provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The Principal resolves complaints and grievances and administers any personnel discipline, with the assistance of the Director of Human Resources, the President/CEO, and/or the Board of Directors, if necessary, in accordance with these policies.

SCOE agrees to refer all complaints regarding the Charter School's operations to Fortune School for resolution in accordance with the Charter School's adopted policies. Parents, students, Board Members, volunteers, and staff of Fortune School are provided with a copy of the Charter School's policies and

dispute resolution process and agree to work within its bounds. In the event that Fortune School's adopted policies and processes fail to resolve the dispute, the county shall avoid intervening in the dispute without the consent of the Fortune School Board of Directors unless: (i) the matter directly relates to one of the reasons specified in law for which a charter may be revoked (see Education Code Section 47607 and its implementing regulations); the County Superintendent receives parent complaints or other information that he/she deems worthy of further investigation pursuant to Education Code section 47604.4; the dispute relates to the authority of SCOE to monitor and oversee Fortune School (see Education Code 47604.32); or SCOE is acting under the authority provided to it under Charter Schools Act of 1992 as it may be amended from time to time.

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board Members of the Charter School, will continue to be resolved by Fortune School and the FSE Board of Directors pursuant to policies and procedures developed by Fortune Schools' governing board, which shall ensure that such policies and procedures are drafted in accordance with applicable laws.

Disputes Between Fortune School and SCOE

In the event that Fortune School and the County Office of Education have disputes regarding the terms of this charter or any other issue regarding Fortune School, both parties agree to follow the process outlined below. In the event of a dispute between Fortune School and the County Office of Education that cannot be resolved informally, the staff and Board of Directors of Fortune School and the County Office of Education agree to first frame the issue in written format and refer the issue to the County Superintendent, and the Fortune School President/CEO.

In the event there is a dispute between the parties and the issue does not rise to the level of a revocation of the charter, the dispute shall be resolved by the following steps:

a. Fortune School representative and the county superintendent, or his/her designee, shall

informally meet and confer in a timely fashion to attempt to resolve the dispute

b. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the county superintendent, or his/her designee, and the representative of Fortune School and attempt to resolve the dispute.

If this joint meeting fails to resolve the dispute, the county superintendent, or his/her designee, and Fortune School representative shall meet to jointly identify a neutral, third party mediator, and shall follow the process for mediation described in subsection c below.

In the event that the county superintendent, or his/her designee, believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement and the following steps will be taken first:

a. Cause of Revocation: The county board of education may revoke the charter if the county board finds that the conditions for revocation contained in Education Code Section 47607 have been met after providing Fortune School with all due process required by Education Code Section 47607 and its implementing regulations.

b. Notice to Remedy ("Notice"): Prior to the revocation of the charter, the county office of education shall first meet with representatives of Fortune School to attempt to informally resolve the issue(s). If this meeting does not resolve the issue(s), SCOE shall then provide written Notice to Fortune School which meets the requirements of Education Code Section 47607 and its implementing regulations.

c. Mediation: Within 30 days of service of the Notice unless the parties mutually agree to a longer time period, the parties may mutually agree to schedule a mediation to resolve the matter. If the parties agree to a mediation, the parties shall mediate in good faith. The mediator shall be selected by mutual agreement of the parties and cost of the mediation shall be borne equally by both parties.

d. Dispute Resolution Process Shall Not Impede Revocation Process: Notwithstanding any other provision of the charter, participation in dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County Board's authority to proceed with revocation in accordance with Education Code Section 47607.

M. STUDENT ADMISSION AND ATTENDANCE POLICIES

"Admission policy and procedures, consistent with [Education Code Section 47605.6] subdivision (e)." -California Education Code section 47605.6(b)(5)(M)

Student Admission Policies and Procedures

Fortune School will continue to actively recruit a diverse student population. Admission is open to any California resident, and the Charter School shall not discriminate against any student based upon any of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605.6(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605.6(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605.6(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605.6(e)(2)(B)(iii), as listed above. Immunization and other records will not be required from homeless and/or foster youth prior to admission or enrollment.

Pursuant to Education Code Section 47605.6(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605.6(e)(4), and

make this notice available to parents.

Fortune School seeks to enroll students committed to a rigorous educational experience. Families who understand and value Fortune School's mission and will commit to Fortune School's instructional and operational philosophy are actively recruited. Prospective students and their parents or guardians are provided information regarding the Charter School's instructional and operational philosophy and are informed of the Charter School's student-related policies.

In order for students to be enrolled in Fortune School, they must first fill out a Student Application (**Appendix 13**) in concert with their parents/guardians and submit the application during a publicly advertised open enrollment period each year for enrollment in the following school year. The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment. Fortune School shall follow the procedures outlined below if a public random drawing ("lottery") is required to determine admission to the Charter School.

Admitted students and their parents/guardians are required to take part in an orientation session that will introduce Fortune School's philosophical and operational underpinnings and policies. Orientation sessions are offered across multiple days and times to accommodate the varying schedules of students and their parents/guardians. At orientation, students and parents/guardians are asked to sign an annual parent/student contract to acknowledge that they understand and support Fortune School's outcomes, philosophy, program and any other applicable requirements. Though parents/guardians will be strongly encouraged to sign the contract, a student is not penalized if the student's parent/guardian does not sign the contract or fulfill its terms.

Kindergarten Enrollment

To protect the health and safety of the school environment, in order for a child to enroll in Transitional Kindergarten or Kindergarten at Fortune School, the child must be toilet trained unless the child has a documented medical reason from his/her physician or an identified need in their IEP or Section 504 plan explaining why they cannot be toilet trained.

High School Enrollment

Ninth grade is the preferred entry point for Rex & Margaret Fortune Early College High School. Students who have been promoted from a Fortune middle school will receive automatic admission to Rex & Margaret Fortune Early College High School for 9th grade, as they are existing students of the Charter School. All other students must complete the following enrollment process in addition to the steps already articulated in the charter petition:

- I. An in-person interview with student, parent/guardian and a school official.
- 2. Personal Statement
- 3. Letter of recommendation from a principal or teacher with knowledge of the student.

Any student who submits a complete application and who completes the enrollment process will be enrolled, provided that the number of applications do not exceed the available capacity. If there are more applications in any grade level than the number of available seats, a public random drawing ("lottery") shall be held, as described below.

Recruiting and Admissions Cycle

Fortune School has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an open enrollment period, (4) an admission lottery, if necessary, and (5) enrollment. Fortune School will continue to fill vacancies or openings that become available after this process using a waiting list.

Fortune School will continue to admit students at any time during the school year on an open-ended basis in a manner that best serves the needs of students.

Timeline for Recruiting and Enrollment

Applications for admission are due by the second Friday in February. Fortune School holds parent information meetings for parents to learn more about the Charter School as they apply.

Lottery – Public Random Drawing

If the number of applications does not exceed the capacity of Fortune School, there will be no lottery, and all students who submitted complete applications are enrolled. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery is held.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. The lottery is completed by having a designated lottery official pull slips of paper with applicants' names on them out of a container, and the drawing is held in a public forum. Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. All names are drawn from the container and those exceeding the number of available spaces are placed on a waiting list in the order drawn.

Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The Charter School may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the Charter School's total enrollment. The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605.6(e)(2)(B)(i)-(iv).

The waiting list from a prior year is rolled over to the next year in the order in which students were originally placed on the waiting list, except in case of students who have preference. Students with preference supersede the waitlist as follows:

- (1) children and grandchildren of founding members of Fortune School;
- (2) children of FSE employees;
- (3) siblings of existing students.

After the lottery, families receive their official enrollment forms and are informed of the enrollment process detailed in Fortune School's policies and procedures. Existing students do not participate in the random drawing, as they are automatically reserved a space for the following year. Other categories of students who do not participate in the random drawing, provided that there is space, in the following order are

- I. Existing students, children and grandchildren of founding members of Fortune School;
- 2. Children of FSE employees;
- 3. Siblings of existing students;
- 4. Pupils placed on the waiting list in previous year(s);
- 5. Pupils who reside in Sacramento county.

Admission is not based on prior student performance or admission testing.

Attendance Tracking

Fortune School recognizes that the most important factor in student achievement is that students are at

school every day. Fortune School uses Aeries for its student information system. Aeries allows school staff to track student attendance by teachers taking role at the beginning of each class. Fortune School uses ParentSquare to make phone calls home for students not at school. Aeries is accessible for parents to monitor their child(ren)'s attendance.

N. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the county who choose not to attend the charter school."

-California Education Code Section 47605.6(b)(5)(N)

No student is required to attend Fortune School. Students who reside within the county who choose not to attend Fortune School may attend any school within the county according to county and/or local school district policy. Parents and guardians of each student enrolled in Fortune School are informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Fortune School, except to the extent that such a right is extended by the local education agency.

O. RIGHTS OF COUNTY OFFICE OF EDUCATION EMPLOYEES

"The rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and any rights of return to the county office of education that an employee may have upon leaving the employment of the charter school."

-California Education Code section 47605.6(b)(5)(O)

No employee of the Sacramento County Office of Education shall be required to work at Fortune School. Members of Fortune School staff who leave employment with Sacramento County Office of Education to work at Fortune School shall not have any right to return to employment within the County Office of Education without prior consent by the County Office of Education.

Employees of Fortune School who were not previous employees of the County Office of Education will not become employees of the County Office of Education and will not have the right to employment within the County Office of Education upon leaving employment of Fortune School. Upon dismissal from Fortune School, no previous county office employee may return to the county office for employment without the prior written consent of the county office.

P. CLOSURE PROCEDURES

"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 public records."

-California Education Code section 47605.6(b)(5)(P)

Closure of the Charter School will be documented by official action of the FSE 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.

The Charter School will promptly notify staff, parents and students of the Charter School, the

Sacramento County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School'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.

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

The Charter School 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, the Charter School will provide parents, students and the resident districts 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. Fortune School of Education will maintain student records for a term and in a manner consistent with applicable federal and state law.

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

As soon as reasonably practical, the charter school will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Sacramento County Office of Education promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School. The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School, and upon the dissolution of the non-profit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the Sacramento County Office of Education or Sacramento County Office of Education property will be promptly returned upon Charter School closure to the Sacramento County Office of Education. 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, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

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

As specified by the Budget in Appendix 11, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

"The petitioner or petitioners shall also be required to provide financial statements that include a proposed firstyear operational budget, including startup costs, and cash flow and financial projections for the first three years of operation."

-California Education Code section 47605.6(h)

<u>Budgets</u>

A financial plan for the Charter School, including an operational budget and three-year cash flow and financial projections, is attached as **Appendix 11**.

Financial Reporting

Financial Systems and Processes

FSE will continue to perform the business operations for Fortune School. The Chief Financial Officer oversees those services to ensure that they are meeting the needs of the Charter School. FSE organizes the Charter School's chart of accounts in an accounting software package that accommodates all reporting needs.

Accounting System

FSE uses Escape! School Finance Software to maintain its financial records. This is a fully integrated fund accounting package developed for California public schools that includes modules for accounts payable, accounts receivable, payroll, purchasing, inventory and cash management in addition to the general ledger. The chart of accounts allows for a user defined account code structure that can accommodate the SACS account segments.

Budget and Financial Reporting Schedule

Fortune School annually prepares and submits its financial information to the Sacramento County Office of Education as follows in accordance with Education Code Section 47604.33:

- On or before July I, a preliminary budget for the next fiscal year
- On or before July I, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5

- On or before December 15, an interim financial report which reflects changes to the preliminary budget through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
- On or before March 15, a second interim financial report which reflects changes to the preliminary budget through January 31
- On or before September 15, a final unaudited financial report for the prior full fiscal year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Other Financial Reports

Fortune School utilizes Aeries, a student information system for attendance and CALPADS reporting, which complies with state law and the County Office of Education's requirements. Fortune School is a direct-funded charter school. Fortune School deposits its funds in a non-speculative and federally insured bank account for use by the Charter School. Fortune School provides the following reports that are required by law, including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, the School Accountability Report Card ("SARC"), all financial reports required by Education Code Sections 47604.33 and 47605.6(m), and the LCAP.

<u>Insurance</u>

Fortune School secures and maintains, as a minimum, insurance as set forth below to protect Fortune School from claims that may arise from its operations. The following insurance policies are required:

- 3. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Fortune School of Education (employer) from claims under Workers' Compensation Acts, which may arise from its operations.
- 4. Educator Legal, Professional Liability, General Liability, and Employee Benefits having a coverage limit of no less than \$5,000,000 per occurrence/claim and \$10,000,000 in the aggregate, and a per occurrence deductible of no greater than \$10,000. Fortune School's current policies exceed these limits.
- 5. Fiduciary liability and crime policies coverage shall be no less than \$1,000,000 per occurrence/claim and \$2,000,000 in the aggregate.
- 6. Property damage coverage sufficient to replace, at current market value, and with any required or necessary code upgrades, all personal real property (unless excused from providing such coverage by a property owner of leased property), fixtures and personal property owned or under the care, custody, or control of Fortune School.

Insurance Certificates

Fortune School keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates are 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 county office of education. The Board, the Sacramento County Office of Education and its officers, and its employees shall be named as additional insured's on such policy. Copies of certificates and notices shall be sent by the insurance carrier directly to the Board and SCOE.

Optional Insurance

Should Fortune School deem it prudent and/or desirable to have insurance coverage for auto liability, damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the county office of education and its purchase shall be the responsibility of the charter school.

ADMINISTRATIVE SERVICES

"The manner in which administrative services of the charter school are to be provided." -California Education Code section 47605.6(h)

Fortune School's CFO is responsible for administering the Charter School under policies adopted by FSE. The Charter School works with FSE for the provision of much of its administrative services. FSE has a demonstrated track-record of experience managing California public funds. FSE meets Fortune School's service needs based on mandatory state data tracking and reporting requirements. Administrative services include human resources, payroll, accounts payable, student accounting (attendance, CALPADS), food service program management and financial reporting.

Pursuant to California Law, the Sacramento County Office of Education will continue to be required to provide oversight and performance monitoring services, including, but not limited to, monitoring charter school and student performance data, reviewing the Charter School's financial statements and audit reports, performing annual site visits, engaging in the dispute resolution process, and considering charter material revisions and renewal requests.

Fortune School will coordinate with the County to report pertinent STRS payroll data if STRS is offered. The County may request a reasonable fee for coordinating this transfer of data. Fortune School remains responsible for obtaining its own health benefits via small business plan type offerings from local vendors (e.g., Kaiser and Principal Life Insurance Company). Employee benefits include health, dental, and vision insurance.

Fortune School may elect to purchase administrative services from the County upon mutual agreement between both parties. Such services may include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services shall be covered by the memorandum of understanding. Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

POTENTIAL CIVIL LIABILITY EFFECTS

"Potential civil liability effects, if any, upon the charter school, any school district where the charter school may operate, and upon the county board of education."

-California Education Code section 47605.6(h)

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

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

Further, Fortune School intends to enter into a memorandum of understanding with the County, wherein Fortune School will hold harmless, defend, and indemnify the County for the actions of Fortune School under this charter.

The corporate bylaws of Rex and Margaret Fortune School of Education provide for indemnification of Fortune School's Board, officers, agents, and employees, and Fortune School has purchased and shall maintain 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 County and Fortune School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of Fortune School.

The FSE Board will continue to institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

The Charter School does not anticipate any potential liability effects on school districts where the Charter School may locate sites under this charter.

GENERAL PROVISIONS OF THE PROPOSED CHARTER

Charter Renewal Term

The term of this charter renewal shall be July 1, 2021 through June 30, 2026. This charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Material Revisions

Material revisions of this charter may be made in writing with the mutual consent of the Sacramento County Office of Education, Sacramento County Board of Education and the Fortune School governing board. Material revisions shall be made pursuant to the standards, criteria, and timelines set forth in Education Code sections 47605.6 and 47607; provided, however, that Fortune School shall not be required to obtain petition signatures prior to making material revisions to the charter.

<u>Severability</u>

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of Fortune School and the Sacramento County Office of Education. The county office of education and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith manner.

Miscellaneous

The Sacramento County Office of Education and Fortune School shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the County Office and Fortune School. The MOU may include, but not be limited to, the following:

- special education services and funding formulas;
- transportation and food services to be provided by the County Office, if any;
- services to be purchased by Fortune School from the County Office, and the fee schedule for such services;
- details of the oversight and monitoring relationship between Fortune School and the County Office;
- mutual indemnification from loss;
- cash advances to handle cash flow issues, if necessary;
- charter school's receipt of mandated cost reimbursement;
- fiscal reporting requirements to the state, either independently or through the County Office, and
- County Office of Education support for Fortune School in seeking additional funding.

Fortune School may purchase administrative services from the County Office of Education upon mutual agreement between both parties. Such services include site budgeting, instructional programs, development, custodial services, food services, accounting, payroll and purchasing services, and some degree of personnel support. Specific terms of most of these services should be covered by the MOU. Fortune School reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

The Sacramento County Office of Education shall provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the Charter School's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

The MOU delineates the liability of the Sacramento County Office of Education if Fortune School should default. As a nonprofit organization, Fortune School anticipates that the County Office's liability will be limited as long as the county office of education performs its oversight functions, according to law.

Communication and Notices

All official communication between Fortune School and the Sacramento County Office of Education shall be sent via first class mail or other appropriate means to Fortune School's President/CEO and the Superintendent of the Sacramento County Office of Education, at the following locations.

Fortune School of Education

2890 Gateway Oaks Drive, #100 Sacramento, CA 95833

Office of the Superintendent

Sacramento County Office of Education 10474 Mather Boulevard / P.O. Box 269003 Sacramento, CA 95826-9003

APPENDIX I

Recommended Findings of Fact Table of Contents

BACKGROUND	VIII.D.7.
INTRODUCTION AND STANDARD OF REVIEW	VIII.D.8.
SUMMARY OF ANALYSIS	VIII.D.9.
ANALYSIS OF PETITION AND RECOMMENDED FINDINGS OF FACT	VIII.D.9.
I PRELIMINARY REQUIREMENTS	VIII.D.9.
	VIII.D.12.
A PHILTY TO SUCCESSEULLY IMPLEMENT THE INTENDED PROGRAM	VIII.D.13.
	VIII.D.13.
A. Financial Analysis B. Administrative and Operational Plan	VIII.D.14.
IV. PROGRAM ANALYSIS	VIII.D.15.
The Petition's Description of the 17 Required Elements	VIII.D.15.
A. Element A – The Soundness and Description of the Educational Program	n VIII.D.15.
B. Element B – Measurable Pupil Outcomes	VIII.D.19.
C. Element C – Measurement of Pupil Progress	VIII.D.21.
D. Element D – The Location of Each Charter School Facility	VIII.D.23.
E. Element E – Governance Structure of the School	VIII.D.24.
F. Element F – Staff Qualifications	VIII.D.24.
G. Element G – Health and Safety Procedures	VIII.D.25.
H. Element H – Achievement of Racial and Ethnic Balance	VIII.D.26.
I. Element I – Independent Financial Audits	VIII.D.27.
J. Element J – Suspension or Expulsion of Students	VIII.D.27.
K. Element K – Retirement System Coverage	VIII.D.28.
L. Element L – Dispute Resolution	VIII.D.28.
M. Element M – Exclusive Public School Employer	VIII.D.28.
N. Element N – Admission Requirements	VIII.D.29.
O. Element O – Student Attendance Alternatives	VIII.D.30.
P. Element P – Rights of Employees	VIII.D.30.
Q. Element Q – Closure Procedures	VIII.D.30.
CONCLUSION.	
BOARD POLICY 2400 / ADMINISTRATIVE RULES AND REGULATIONS 2400	VIII.D.32.
CALIFORNIA EDUCATION CODE SECTION 47605.6	VIII.D.52.
CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTIONS 11967.5.1	VIII.D.57.

- .

VIII.D.6.

Sacramento County Office of Education Recommended Findings of Fact Fortune School of Education Sacramento Countywide Benefit Charter Petition

BACKGROUND

On December 3, 2010, the Sacramento County Board of Education (SCBE) received a countywide benefit charter petition from Fortune School of Education (Fortune or Petitioner). On December 10, 2010, Petitioner completed the petition package by supplementing the petition with additional documents. Petitioner further supplemented the petition on January 19 and 20, 2011. [See Attached Supplemental Materials] The deadline for SCBE to hold a public hearing is February 8, 2011. Following the review of the petition and the public hearing, SCBE must either approve or deny the petition by March 10, 2011. If SCBE denies the petition, Petitioner has no right of appeal.

Fortune is proposing a public charter school system of ten Pre-K-12 college preparatory schools with full enrollment of 4,710 students by the fall of 2025. The aim of the proposed schools is to close the achievement gap for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. Fortune states that its mission is to graduate high-achieving students of good character who are prepared for college and citizenship in a democratic society. Students would participate in a rigorous, college preparatory program that is characterized by low student-teacher ratios, an extended instructional day, frequent assessments to monitor student progress, and series of intensive interventions that are focused on quickly accelerating the learning of scholars who are far below grade level.

Petitioner envisions opening one K-8 school each year for the next six years, beginning with 160 students in K-3 in the fall of 2011, and adding a grade level each year until each school serves 496 students in grades K-8 by the fall of 2021. Pre-K programs would open annually at each of the six K-8 campuses, starting in the fall of 2013 through the fall of 2019. Fortune intends to open three high schools, which the six Pre-K-8 schools would feed into, beginning with 9th grade and opening every two years from the fall of 2017 through the fall of 2022.

Fortune plans to lease commercial property or community owned buildings for each of its school facilities, yet reserves the right to seek facilities from school districts under Proposition 39. Fortune would locate its first school along the border of the Sacramento City Unified and Elk Grove Unified school districts. It intends to locate its other nine schools in three regional zones in areas that it has identified as having the lowest performing schools in Sacramento County with a numerically significant population of African American children performing at levels below the school wide API. More specifically, it would open two K-8 schools and one high school District. It would open two K-8 schools and one high school in an area

1/1	111	n	7	
-4-1		12		

Elk Grove Unified School District. Additionally, it would open two K-8 schools and one high school in an area encompassing ten schools in the Natomas Unified School District and eight schools in the Twin Rivers Unified School District.

Fortune has experience in starting and operating charter schools, as Petitioner currently operates Hardy Brown College Prep in San Bernardino, which opened in August 2010. Two of Fortune's founding members were instrumental in opening St. HOPE Public School 7 (PS7) in the Sacramento City Unified School District, which has improved student achievement and attained superior rankings on the Academic Performance Index (API).

INTRODUCTION AND STANDARD OF REVIEW

The charter school law and Board policy require SCBE to review the petition using specified criteria. This process involves review of the petition, other materials required by State Board of Education regulations and Board policy, as well as input obtained through the public hearing process.

SCBE may approve this petition only if it is satisfied that approving the charter is consistent with sound educational practice, and that the charter school has reasonable justification for why it could not be established by a petition to a school district pursuant to Education Code section 47605. In addition to the other requirements of law, SCBE must find that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. [EC 47605.6(a)(1),(b)]

SCBE must deny the petition if it finds one or more of the following grounds set forth in Education Code section 47605.6(b)(1) through (5):

- 1) The charter school presents an *unsound educational program* for the pupils to be enrolled in the charter school.
- 2) The Petitioner is demonstrably *unlikely to successfully implement* the program set forth in the petition.
- 3) The petition does not contain the *number of signatures* required by subdivision (a).
- 4) The petition does not contain an *affirmation of each of the conditions* described in subdivision (d) [e.g., meet all statewide standards, conduct statewide assessments, consult with parents and teachers on a regular basis].
- The petition does not contain reasonably *comprehensive descriptions* of all of the 17 elements listed in Education Code section 47605.6(b)(5)(A) through (Q).

SCBE may also deny the petition for a countywide charter on "any other basis that the board finds justifies denial of the petition." [EC 47605.6(b)(6)]

SCBE may impose any additional requirements that it considers necessary for the sound operation of a countywide charter school. [EC 47605.6(b)]

SUMMARY OF ANALYSIS

Based upon review by SCOE staff with expertise in each of the areas addressed in the charter petition, the Fortune charter petition describes a sound educational program that would be of educational benefit to the pupils who attend. Petitioners have presented a realistic, balanced budget and appear likely to successfully implement the program set forth in the petition.

Based upon analysis of the petition and the applicable law, it is recommended that SCBE approve the Fortune countywide benefit charter petition so long as the SCBE is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605 and makes other required findings. Fortune has petitioned to open 10 schools in Sacramento County. If SCBE decides to approve the petition, it may approve the opening of all 10 schools. Alternatively, SCBE may elect to approve one or more schools in specified locations, and establish conditions on the opening of future school sites. [EC 47605.6(b)]

If the petition is approved by SCBE, Fortune will be required to meet each of the conditions set forth in Board Policy 2400, section III(i) before opening any schools, including securing appropriate school facilities, acceptance as a member of a SELPA, providing certain written assurances, and satisfying any other conditions approved by SCBE. [EC 47604.4(b), 47605.6(b)]

ANAYLYSIS OF PETITION AND RECOMMENDED FINDINGS OF FACT

This analysis will review each of the areas specified in Education Code section 47605.6, the applicable requirements set forth in Title 5 of the California Code of Regulations (5 Cal. Code Regs.) section 11967.5.1, and Board Policy (BP) and Administrative Rules and Regulations (ARR) on Charter School Petitions (BP 2400 and ARR 2400). These sections are attached for convenient reference.

I. PRELIMINARY REQUIREMENTS

A. Signatures and Notice

- Petitioner has provided a countywide benefit charter school petition that includes the required technical documents and affirmations.
- Fortune has obtained the signatures of 123 parents who are meaningfully interested in having their students attend Fortune, which is at least one-

IIIEIESICU	In naving their states is	
	₩II.Đ.9.	
	VIII.B.187.	179

half of the number of students projected to be enrolled for its first year of operation in the fall of 2011. [EC 47605.6(a)(1)(A)]

- On November 5, 2010, Fortune notified the Elk Grove, Folsom Cordova, Natomas, Sacramento City, San Juan and Twin Rivers Unified School Districts by letter that it was submitting a charter school petition to open ten schools countywide. [EC 47605.6(a)(1)(A)]
- The Fortune petition merits preference by SCBE as Petitioner demonstrates the capability to provide comprehensive learning experiences to pupils identified by Petitioner as academically lowachieving pursuant to the standards established by the California Department of Education. [EC 47605.6(i)]

B. Required Findings

- Education Code section 47605.6(a)(1) states that a county board of education may only approve a countywide charter if it finds that the charter school will offer educational services to a pupil population that will benefit from those services, and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code section 47605.6(b) provides that SCBE may grant a countywide charter only if it is satisfied that the granting of the charter is consistent with sound educational practice, and that the charter school has a reasonable justification for why it could not be established by petition to a school district.
 - The Fortune petition sets a goal of eliminating the achievement gap Ø for the Sacramento region's lowest performing subgroup by increasing the availability of a rigorous, college preparatory, Pre-K-12 program for African American students throughout the county. The petition notes that this achievement gap exists for African American students across Sacramento County and in each of the county's school districts. Fortune is modeling its educational program after that of PS7. It presents evidence that PS7 has eliminated this achievement gap, with African American students who attend PS7 surpassing White student performance in the county in both English language arts and mathematics. Fortune reports that in February 2010, 100 percent of the PS7 students who entered St. HOPE's Sacramento High School passed both the English language arts and mathematics portions of the California High School Exit Exam and that PS7 has demonstrated significantly higher student performance than public schools serving similar populations. Thus, the educational program being proposed has a demonstrated record of success for this student population.

VIII.B.188.

Fortune proposes to make the PS7 model widely available to underserved African American students throughout Sacramento County, and contends that because of the pervasive nature of the African American achievement gap across the county and in all of the districts where the charter school intends to operate, these students could not be served as well by a charter school that operates in only one school district. This is the petition's justification for establishing a system of schools across the county rather than petitioning a single school district.

 In its January 20, 2011 submission, Fortune argues the following in support of the required legal findings noted above:

- The large geographic area of the county and the difficulty of commuting the target population from all over the county to a single location in a single district;
- The increased efficiencies of operating one charter rather than charters in several districts;
- The benefit of the SCBE control in strategically locating high quality programs where they are most needed in the county;
- The ability of the SCBE to dictate much higher levels of academic accountability (as compared to district approved charter schools) for each countywide charter school location;
 The easier ability to finance and acquire facilities as a single
- The easier ability to finance and acquire facilities as a single countywide charter;
- Local school districts' lack of expertise in closing the achievement gap and SCOE's greater expertise in this area;
- Fortune's founding vision to have a system of schools in multiple school districts across the county to address a countywide problem would not be possible by individual district-sponsored charters;
- Requiring Fortune to first petition each district would nullify the purpose of the countywide charter statute.
- Based upon Petitioner's intended goal and the data provided, SCBE could reasonably make the required finding under Education Code section 47605.6(a)(1) that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.
- As set forth in the analysis of the educational program below, the SCBE can find that the granting of the charter is consistent with sound educational practice under Education Code section 47605.6(b).

The SCBE may grant the petition only if it is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605. [EC 47605.6(b)] After the public hearing, the Board will need to make this determination. In staff's view, one of the stronger arguments in favor of such a determination is that, given Fortune's plan to address a countywide problem, requiring Fortune to petition each district before seeking a countywide charter from the SCBE could nullify the purpose of the countywide charter statute.

C. Potential Effects of Charter School

- Pursuant to Education Code section 47605.6(h), Petitioner has provided the following on the topic of the potential effects of the charter school:
 - Facilities: Petitioner offers a detailed discussion on page 78 and in Appendix 25 regarding the proposed operation of the charter school facilities. Fortune intends to lease commercial property for each of its school sites.
 - Administrative services: Petitioner anticipates that it will provide its own administrative services independent of SCOE. If Fortune desires to purchase administrative services from SCOE, it will do so upon mutual agreement of the parties.
 - Civil liability effects: Pages 76-77 indicate that Petitioner plans to purchase all appropriate insurances naming SCBE, SCOE, its officers, and employees as additionally insured. Furthermore, Petitioner intends to indemnify, hold harmless, and defend SCOE, its officers, directors, and employees from claims related to Fortune's errors and omissions, and asserts that SCOE shall indemnify, hold harmless, and defend Fortune from claims relating to SCOE's errors or omissions. As a condition of approval, SCBE may wish to require Fortune to indemnify, hold harmless, and defend SCBE, SCOE, and its officers and employees from any claims related to the approval, opening, or operation of the charter. Fortune does not anticipate any potential liability effects on school districts where the charter school may locate its sites under this charter. (See page 81 of the petition.)

II. AFFIRMATIONS

Pursuant to Education Code section 47605.6(d), the petition affirms that it will meet all statewide standards, conduct statewide assessments, and consult with parents and teachers on a regular basis.

-₩<u>1.</u>Ð.12.

Pursuant to Education Code section 47605.6(e), pages 53, 66, and 67 of the petition contain clear affirmations that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate against any pupil on the basis of race, color, religion, gender, national origin, disability, or any other protected class under federal, state, or local law.

The petition states that Fortune will actively recruit a diverse student population, that admission will be open to any California resident, and that all students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. Admission will not be based on prior student performance or admission testing.

Education Code section 47605.6(e)(2) requires that charter schools shall admit all pupils who wish to attend the school, and that if the number of pupils who wish to attend exceeds capacity, attendance, except for existing pupils, shall be determined by a public random drawing. The petition states that if the number of applications does not exceed the capacity of the charter school, all students who submit "qualified applications" will be enrolled. If the number of students seeking admission to any grade level exceeds capacity, a random public lottery will be held, except for existing pupils. The supplemental materials provided by Petitioner on January 19; 2011 define a qualified application as a complete student application. The sample student application requires supporting documents such as a birth certificate, immunization records, and residence verification that are consistent with the practices of traditional public school districts. However, the student application also requires records that do not normally appear to be required by traditional public schools, such as student discipline records and a valid California Driver's License. While Fortune may ask parents for such records, it may not deny admission to any student for failure to provide them.

III. ABILITY TO SUCCESSFULLY IMPLEMENT THE INTENDED PROGRAM

Under Education Code section 47605.6(b)(2), SCBE must deny a petition for the establishment of a charter school when petitioners are "<u>demonstrably unlikely</u> to successfully implement the program set forth in the petition."

A. FINANCIAL ANALYSIS

One of the most crucial elements in assuring that the charter school program can be successfully implemented, along with competent staff, is a realistic financial and operational plan. [5 CCR 11967.5.1(c)(3)]

The petition described reasonable recruiting techniques that have proven successful with the opening of another charter school by the Fortune management team (Hardy Brown College Prep). The attendance records of this charter school and Fortune's Model School (PS7) were also

VIII.Ð.13.

included as evidence of the reasonableness of the attendance rates used by this petition. Assuming this charter has similar success, the revenue limit projections appear reasonable.

The budget assumptions for expenditure items were provided on a detailed line item basis to help our review in this area. The expenditures are reasonable for the program described in the petition.

The Special Education budget assumptions start on page 179 of the petition. Specific budgeted amounts included in the proposed budget appear to be adequate. Should an unexpected expense be incurred, the projected Ending Fund Balance should be enough to cover such a contingency.

The cash analysis provided in the cash flow statements is sufficient. The 2011/12 year has enough excess cash to cover expenditures. In 2012/13 and 2013/14, some shortfalls exist for short periods of time; however, Fortune has a contingency plan that is currently working with its other charter school. Fortune has cash reserves to cover these shortfalls if necessary.

The Chief Financial Officer working for Fortune has worked with SCOE for years in the areas of school finance, with recent work in charter schools. Her knowledge in the area of charter school finances is extensive, and she has been a resource to other charters in the area of charter finances.

Assuming the charter operates as provided in the petition, the budget is reasonable and realistic.

B. ADMINISTRATIVE AND OPERATIONAL PLAN

Applicable regulations set forth a number of additional factors to consider in determining whether Petitioner is likely to successfully implement the program set forth in the petition, including Petitioner's past history of involvement in charter schools or other education agencies, along with the financial, operational, and administrative services plan. [5 CCR 11967.5.1(c)]

The petition, on pages 75-82, describes the plan for administrative services, data management, contract services, and financial administration in a comprehensive manner. Based on the descriptions, and Fortune's past history of involvement in charter schools and other educational agencies, Petitioner appears to have the ability and expertise to carry out these functions.

Petitioner intends to carry adequate insurance in the required areas, and to name the SCBE, SCOE, and its officers and employees as additionally

_₩	 .	Ð.	14	h.—

insured. SCBE may wish to require Fortune to hold harmless, defend, and indemnify the SCBE, SCOE, and its officers and employees from any claims related to the approval, opening, or operation of the proposed charter schools.

Fortune has also provided a general facilities plan, including the site and space requirements and floor plans for each classroom of its first school, and has adequately budgeted for such facilities. Fortune intends to lease commercial property or community-owned buildings for each of its school sites, yet reserves the right to seek facilities from school districts under Proposition 39. (See page 80 of the petition.) Although it does not appear that Fortune has secured the facility for the first school site yet, the facilities proposal identifies the space requirements and room needs for the first school facility to support the intended students.

IV. PROGRAM ANALYSIS

The Petition's Description of the 17 Required Elements

Pursuant to Education Code section 47605.6(b), a petition's failure to include a reasonably comprehensive description of all of the 17 listed statutory elements is grounds for SCBE to deny a charter petition. These elements are each discussed below.

To be "reasonably comprehensive," staff considered whether each statutory element contained a description that includes information that is substantive; that includes elaboration; that addresses all aspects of the required charter petition elements; that is specific to the charter petition being proposed; that describes the program to a sufficient degree; that improves pupil learning; that increases learning opportunities; and for which accountability and legal compliance can be reasonably foreseen and assured. Therefore, mere quoting of the law or general statements of educational practices without detailed information of how it will be accomplished by Petitioner do not suffice.

In considering if the petition should be approved or denied, the SCBE should take into account that its future oversight and enforcement of the charter school will be based on the charter petition itself, as the petition serves as the contractual document regulating the services promised to prospective students.

A. The Soundness and Description of the Educational Program

Under Education Code section 47605.6(b)(1), the SCBE must deny a charter petition when it presents an "<u>unsound educational program for</u> <u>the pupils to be enrolled in the charter school</u>." Staff review found that the educational program described in the Fortune petition was sound, and included detailed information of how the program would be implemented.

-₩II.Ð.15.

VIII<u>.</u>B.193.

The petition provides sufficient and reasonably comprehensive descriptions of the various elements that would describe a sound educational program enabling prospective students to close the achievement gap and earn high school diplomas.

1. The charter petition is consistent with sound educational practice.

The petition demonstrates a thorough grounding in delivering a standards-based system using state board adopted texts for both on-grade level and intensive intervention students.

On page 10, the petition states: "Fortune School's instructional approach is to have fidelity to standards-based, state-adopted instructional materials." The petition then goes on to list not only the core curriculum materials that are state board approved but the intensive program material as well. (See chart on page 11 of the petition.)

Fortune uses "criteria described in the Frameworks for California Public Schools" to select materials. The criteria include: Assessment, Skills Development, Intervention, Re-Teach, Hands-On Learning, English Language Learners, and African-American Vernacular English. (See page 10 of the petition.)

The sample lesson plans in Appendix 4 demonstrate a clear focus on standards, fidelity to the program, formative assessment and differentiation.

2. <u>The charter petition contains a detailed description of the intensive</u> intervention program.

Mathematics

Fortune has identified students requiring intensive intervention in mathematics as those who score 50 percent and below on the curriculum-embedded/entry-level diagnostic assessment, and are seriously at risk of failing to meet standards. Fortune details the instructional materials used and the time requirement necessary to support these students. On page 18, the petition states: "All students at Fortune School will participate in the core *Harcourt Math* and *Holt Mathematics* programs in grades K-7. Students requiring intensive intervention in math will also participate in the Harcourt Fast Forward Math program for an additional 30 minutes each day. This group of students will be required to attend Intersession and Summer Session until they meet the grade standards."

In order to support the goal of all students proficient in Algebra I by 8^{th} grade, students not ready for Algebra I will be placed in the

 -1	A	H	Ð	1	6.	·
 ,			_		~	4

Holt Algebra Readiness program in the summer before 8th grade. The petition states on page 18, "Students will continue through an intensive intervention until they are prepared for Algebra I...Students will be expected to complete Algebra I prior to entering the 9th grade. This means students will be required to follow an intense, structured plan that will require additional time after school, during Intersessions, Summer Sessions and Saturdays."

English Language Arts

Fortune has identified intensive students as those who score 50 percent and below on the curriculum-embedded/entry-level diagnostic assessment, and are seriously at risk of failing to meet standards. Fortune details the instructional materials used and the time requirement necessary to support these students. (See page 16 of the petition.) Consistent with the California Framework, intensive learners at the 4th-12th grade levels will be placed in a state adopted program, *California Gateways*. Intensive learners in grades K-3 will be in the regular core program with additional support from the Reading Mastery, when needed.

On page 16, the petition states that students will be placed at the appropriate level of the intensive intervention program. Fortune maintains the goal of students progressing rapidly through the intensive intervention program toward successful reentry into the core English language arts program. Both of these practices are critically important and consistent with the recommendations found in the California Framework for English Language Arts.

3. <u>The Petition demonstrates the ability to serve English learners and</u> <u>students requiring special education services.</u>

English Learners

Federal provisions require that in addition to the rest of the core curriculum, English learners (ELs) in public schools must receive a program of instruction in English language development (ELD) in order to develop proficiency in English as rapidly and effectively as possible. [20 United States Code (USC) 1703[f] and 6825[c][1][A]; *Castañeda v. Pickard* (5th Cir. 1981)]

The charter petition fully addresses the instructional program and materials to be used for ELs. The Plan for English Learners section includes details about the curriculum and instructional methods that will be used. *Specially Designed Academic Instruction in English (SDAIE)* strategies will be employed.

Parents and guardians must be given information about their child and school-related reports and activities in a format, and to

VIII.D.17.

the extent practicable, in a language parents can understand. [20 USC 6318(e)(5); EC 48985; NCLB 1111(h)(6)(C) and 3302(c)].

On page 20, the petition notes that parent letters, school reports, and notices will be translated into the appropriate languages. Additionally, there will be outreach activities and trainings conducted for parents of ELs.

Special Education

As the charter school is expected to serve students with special needs, the petition must demonstrate the ability to identify and serve these students.

Petitioner indicates that it intends to use the same team of special education experts and the same plan for special education that it is currently implementing at its other charter school, Hardy Brown College Prep. Fortune is a Local Education Agency (LEA) member of the El Dorado County Charter SELPA for Hardy Brown College Prep, and intends to apply for membership to the same SELPA for its proposed countywide charter schools.

The petition includes the special education plan for Hardy Brown College Prep. Assuming that Fortune implements the same special education plan for its proposed countywide charter schools, the staff's review has determined that it would be of educational benefit to students with special needs who attend the school. The plan describes the process to identify and serve students who qualify for special education, how the school will provide or access special education programs and services, Petitioner's understanding of its responsibilities under special education law and how it intends to meet those responsibilities. If accepted to the El Dorado County Charter SELPA, Fortune will be required to provide the required written assurances of Petitioner's plan for compliance with federal and state education law and the SELPA, and demonstrate that it can fully implement the requirements of the local plan and meet the needs of all eligible students enrolled in the charter school. Fortune has provided a copy of the written assurances provided as LEA for Hardy Brown College Prep.

Based on the above description, the petition presents a sound educational program for the students to be enrolled in the charter school, and contains a reasonably comprehensive description of the educational program.

B. Element B – Measurable Pupil Outcomes

The petition specifies measurable pupil outcomes in the following three areas:

- Student academic outcomes
- Student character outcomes
- School-wide outcomes

For student academic outcomes, the proposal specifies mastery of the California Content Standards in mathematics, English language arts, science and history/social science, and acceptance into a four-year university without remediation. For ELs, proficiency in English and reclassification to fluent-English proficient is an additional outcome. These are skill and knowledge outcomes that reflect Petitioner's primary objective that every child demonstrate mastery of those standards.

For student character outcomes, the proposal specifies community awareness; commitment to serving the community; teamwork; experiences in a variety of learning environments; and strong study skills, work ethic, and social skills. These skills, knowledge, and attitude outcomes are aligned with one of Petitioner's "five pillars," specifically, citizenship.

The school-wide outcomes specified in the proposal that are directly related to pupil outcomes are in the area of maintaining safe and secure campuses. These are student behavioral outcomes related to the Petitioner's specified academic and character outcomes.

In addition, Petitioner has stated that, as part of the school-wide outcome of providing a high-quality educational program, their schools' API will exceed the average performance level of schools with similar demographics. The petition also notes that all of their schools will achieve an API of 800 within five years of opening. The petition provides clear descriptions of instructional strategies and how they support students to achieve mastery of standards.

On pages 12-14, the petition lists a number of strategies with descriptions on how they are used to support students. Listed below are four of the six strategies with specific details:

 Differentiated Instruction and Standards-based Instruction: "Instruction...will be delivered through a variety of modalities (auditory, visual, multi-media, "hands-on") and flexible grouping strategies (whole class, cooperative groups, project-based learning)...all teachers will collect, analyze and reflect upon student

achievement data on a weekly basis to...ensure that all students' needs are being met."

- Low Student-Teacher Ratios: "We will seek to limit class sizes to 20 students in primary..., and 25 students in...grades (4-12). For students needing intensive intervention in math and reading, student teacher ratios will ideally be no more than 10:1."
- Individualized Learning Plans: "Fortune School will create Individualized Learning Plans (ILP) for each student based on assessed needs...The ILP's map out each student's entry point into their respective grade level standards, the goals being set academically, linguistically and socially for that child and what the school will do to ensure the student meets these goals." (See Appendix 2 in the petition for a sample ILP.)
- Extended Day and Year: "Fortune School will provide more instructional time for students through an extended-day schedule (up to 60% more instructional time annually than traditional public schools), before and after school tutoring, Saturday School, and Intersession instructional programs (45 additional days of instruction) in the Fall, Spring, and Summer."

The Interventions and Universal Access Flow Chart highlights the structure of support for benchmark, strategic, and intensive students. Included are entry-level assessments, cut scores, instructional materials, and strategies and time frames. (See page 13 of the petition.)

Further details on pages 15-18 underscore the careful planning for strategic and intensive students. On page 15, the petition states: "Weekly grade-level collaboration among our highly-qualified teachers of strategic and intensive learners will also provide powerful support for these students and allow for fluid movement in and out of [intervention] support. Grade-level collaborations will be highlighted by analysis of student achievement data, developing Individualized Learning Plans...for each student, grouping students according to assessed needs, building time in the instructional day for re-teaching, and the continuous development of plans to accelerate all students to mastery of grade-level standards."

Page 20 of the petition asserts that Fortune will develop, implement and maintain policies and procedures for ELs in accordance with legal guidelines. It also outlines the elements in the process for the initial identification of ELs, including the identification of the student's home language and conducting the English language assessment with the California English Language Development Test (CELDT). The only procedure lacking in the petition is a description of the process that will be

VIII.B.198.
used to conduct the required initial, diagnostic assessment for ELs in the students' primary language [EC 52164.1(c)].

On page 21, the petition describes the process and criteria that will be used to reclassify ELs to fluent-English proficient status as required by Education Code section 313(d). Additionally, the petition notes that ELs who become fluent-English proficient will be monitored for at least two years after their reclassification, as required.

Based on the above discussion, the petition contains a reasonably comprehensive description of the measureable pupil outcomes identified for use by the school.

C. Element C – Measurement of Pupil Progress

Fortune identifies the methods by which pupil progress in meeting the specified outcomes would be assessed. For the student academic outcomes, Petitioner would use the following assessments:

- 1. State/National Standardized Annual Assessments
 - Tests in the California Standardized Testing and Reporting (STAR) Program:
 - California Standards Tests
 - o California Modified Assessment
 - o California High School Exit Examination
 - o Early Assessment Program
 - California English Language Development Test
 - Advanced Placement Examinations
- 2. <u>More Frequent Classroom Assessments</u> (tests included in curriculum)
 - Entry-level assessments
 - Benchmark assessments
 - Chapter assessments
 - Unit assessments
 - Writing assessments

191

The university acceptance outcome will be measured by the percentage of seniors who apply to a four-year university, the percentage who are accepted, and the percentage who complete the University of California's "a-g" coursework requirements.

Pupil progress in meeting the student character outcomes would be measured at least annually by, among other things, tracking the percentage of students who complete an annual service project, present a group project, visit a college, and complete an internship with a community-based business or organization. Other measures include attendance, grade-point averages, and surveys of parents and visitors.

The school-wide outcome of maintaining safe and secure campuses would be assessed by tracking disciplinary referrals, suspensions, expulsions, violence, truancy, and drop-outs.

Taken together, these methods by which pupil progress (in meeting the specified pupil outcomes) would be measured are objective measures that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress toward the specified outcomes, and to evaluate the effectiveness of and modify instruction for individual students and groups of students.

Fortune includes a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the school's educational program. Fortune would use Web-based tools, weekly grade reports, monthly progress reports, quarterly report cards, weekly data and reflection reports submitted by teachers, and weekly grade-level and department meetings for these purposes. Data on pupil achievement would be used to develop students' ILPs, monitor individual student progress, modify instruction to meet student needs, and keep students and their parents aware of student progress.

Pursuant to Education Code section 47605.6(d)(1), charter schools must conduct all of the state testing required of pupils in non-charter public schools. On pages 20-21, the petition addresses the use of the CELDT for initial identification, reclassification, and annual English language proficiency assessment, as required. The CELDT and other required tests are also addressed in the assessment section of the petition on pages 28-34.

Under Measures for Academic Outcome Six on page 41 of the petition, there are two areas where "Hardy Brown College Prep" is erroneously named instead of Fortune.

<u>______</u> VIII.<u>B.2</u>00. Based on the above discussion, the petition contains a reasonably comprehensive description of the methods by which pupil progress in meeting the identified pupil outcomes is to be measured.

D. Element D – The Location of Each Charter School Facility

Education Code section 47605.5(b)(5)(D) requires a reasonably comprehensive description of the location of each charter school facility that Petitioner proposes to operate.

The petition discusses the location of school facilities on pages 78 and 80 and in the supplemental petition materials submitted on January 19, 2011. Fortune plans to lease commercial property or community-owned buildings for each of its school facilities, yet reserves the right to seek facilities from school districts under Proposition 39.

The petition states that Fortune would locate its first school along the Sacramento City Unified and Elk Grove Unified school district border. Fortune intends to locate its other nine schools in three regional zones in areas that it has identified as having the lowest performing schools in Sacramento County with a numerically significant population of African American children performing at levels below the school-wide API. More specifically, it would open two K-8 schools and one high school in an area encompassing five schools in the Sacramento City Unified School District. It would open two K-8 schools and one high school in an area encompassing six schools in the Elk Grove Unified School District. Additionally, it would open two K-8 schools and one high school in an area encompassing ten schools in the Natomas Unified School District and eight schools in the Twin Rivers Unified School District. The supplemental petition materials include three maps outlining each area where the proposed schools would be located.

As the precise facilities may appropriately be determined by the circumstances and educational needs that exist at the time each proposed school may open between 2011 and 2025, the description of the location of the proposed charter schools is reasonably comprehensive at this time. According to Board Policy 2400, section III(i)(1), if approved, Fortune will be required to demonstrate that it has secured appropriate facilities before it opens and operates its charter schools.

Based on the above discussion, the petition contains a reasonably comprehensive description of the location of each charter school facility that the petitioner proposes to operate.

E. Element E – Governance Structure of the School

Page 48 of the petition states that the countywide charter will be governed by the Fortune School of Education Board of Directors. The Fortune School of Education Board of Directors is a five to seven member board that oversees Fortune. Appendix 11 of the petition indicates that Fortune is a non-profit 501(c)(3) organization. Appendices 9 and 10 of the petition include Fortune's bylaws and evidence of its incorporation. Pages 46-52 introduce the founding group and current Board of Directors, and describe the organizational structure, including responsibilities of the governance team. The petition states the Board of Directors will follow the Public Records Act, as well as hold quarterly meetings in accordance with the Brown Act, wherein members of the school community will have opportunities to address the Board of Directors. Parent involvement is described via "parenthood groups" (page 51), "School Site Council" (page 52), and "parent education and participation" (page 15).

The petition states Fortune will follow the applicable conflict of interest laws applicable to charter schools and non-profit public benefit corporations.

Based on the above discussion, the petition contains a reasonably comprehensive description of the governance structure of the school.

F. Element F – Staff Qualifications

The job descriptions identify general qualifications expected for the various categories of employees whom the school anticipates hiring (e.g., administrative, instructional, instructional support, non-instructional support). The charter petition identifies and briefly describes the duties and qualifications of the following staff positions:

- Principal
- Elementary Teacher
- Education Specialist
- School Secretary
- Parent Liaison
- Custodian
- After School Aides

The job descriptions included in Appendices 14-19 of the charter petition further delineate the duties and qualifications required for each of the positions listed above.

The charter petition specifies that all requirements for employment set forth in applicable provisions of law will be met, including but not limited to credentials as necessary.

The charter petition provides a thorough description of the education, work experience, credential, degrees, and certifications of the individuals comprising the directors, administrators, and managers of the proposed charter school.

In California, teachers assigned to provide instruction to ELs must be appropriately certified. The charter petition adequately addresses teacher authorizations for teachers assigned to instruct ELs on pages 21 and 57-58.

The petition includes a description of the weeklong professional development on instructional materials that each teacher receives. Teachers will be provided ongoing coaching by an in-house expert on instructional materials throughout the school year and time during Intersessions for more professional development, if needed, and planning. (See page 10 of the petition.)

Based on the above discussion, the petition contains a reasonably comprehensive description of the qualifications to be met by individuals to be employed by the school.

G. Element G – Health and Safety Procedures

Beginning on page 59, Petitioner outlines the health and safety procedures to which Fortune will adhere, and the procedures Fortune will use to implement the enumerated health and safety legal requirements. The qualifications of the staff described in the petition are sufficient to ensure the health and safety of the school's faculty, staff, and pupils. All employees and volunteers will be required to submit to fingerprinting and background clearance prior to beginning employment or volunteer service. The Director of Human Resources will review the Department of Justice (DOJ) database for DOJ and FBI clearances. All students, employees and volunteers must provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for employees and volunteers.

The Student Health section on page 60 indicates that Fortune will provide screening for pupils' vision, hearing, and scoliosis, as required by state and federal laws. Education Code sections 49452 and 49452.5 require

$-\Lambda$	H1.C),20.
VI	I.B	.203.

these screenings. Therefore, a more detailed plan for conducting these screenings is recommended.

Based on the above discussion, the petition contains a reasonably comprehensive description of the health and safety procedures.

H. Element H – Achievement of Racial and Ethnic Balance

Education Code section 47605.6(b)(5)(H) requires that a charter petition describe "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 is submitted." Under applicable regulations, recognizing the limitations on admissions to charters imposed by Education Code section 47605(d), this element is presumed to have been met, absent specific information to the contrary. [5 CCR 11967.5.1(f)(7)]

Pages 64 and 66 of the petition state that Fortune will actively recruit a diverse student population, and it will use a variety of recruitment strategies to ensure a diverse student body and racial and ethnic balance among students that is reflective of the county, including:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in Sacramento County, including materials in languages other than English to appeal to limited English proficient students.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies.
- Outreach meetings in several areas of the county to reach prospective students and parents. Fortune will keep a record of the number and location of these community presentations.
- Use of brochures, newsletter, TV/radio public service announcements, print and non-print media for outreach communications.
- Discussions and distribution of application materials to SCOE, school district central offices, middle schools, small autonomous schools, district high schools, private schools, and other events and areas where diverse student families might be reached.

V	11	1.1	1.20.	
VI	II.	B.	.204	

- Collaboration with community based organizations to support outreach efforts.
- Focused recruitment of groups that may be underrepresented among the Fortune student population, using brochures, public meetings, and door-to-door outreach.

Given the presumption provided by 5 Cal. Code of Regs. section 11967.5.1(f)(7) and the specified recruitment strategies, the description of the means by which the school will achieve racial and ethnic balance among its pupils is sufficient. However, as the petition expresses an intention to specifically target and serve African American pupils, if the petition is approved, Fortune must ensure that it specifically reaches and recruits pupils from other racial and ethnic backgrounds in order to enable it to achieve a racial and ethnic balance among its pupils that is reflective of the general population of the county.

Based on the above discussion, the petition contains a reasonably comprehensive description of 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 SCBE.

Element I – Independent Financial Audits

The petition describes an annual independent audit process that is in accordance with state law, and that will involve an audit committee consisting of members of the Fortune governing board to oversee the selection of an independent auditor to conduct the annual audit in accordance with generally accepted accounting principles. The petition proposes that Fortune and SCOE jointly develop the content, evaluation criteria, timelines, and process for the annual report.

Based on the above discussion, the petition contains a reasonably comprehensive description of the independent financial audit.

J. Element J – Suspension or Expulsion of Students

The petition lays out in specific detail the description of Fortune's suspension and expulsion process, which references a process that substantially accords with state and federal law. It provides in great detail the prohibited offenses and due process procedures. On page 52, the petition states that the school will comply with the pertinent sections of all federal and state law, and with the student's IEP for the suspension or expulsion of students with disabilities.

_∀III.D.27. VIII.B.205.

197

Based on the above discussion, the petition contains a reasonably comprehensive description of the procedure by which pupils can be suspended or expelled.

K. Element K – Retirement System Coverage

Compensation for retirement is specified on page 61 of the petition as participation in Federal Social Security. Fortune will also offer an optional 401(k) Plan. Fortune will not participate in CaISTRS for its certificated staff or CaIPERS for classified personnel.

Based on the above discussion, the petition contains a reasonably comprehensive description of the retirement system coverage.

L. Element L – Dispute Resolution

The petition, on pages 62-64, provides a reasonably comprehensive description for resolving disputes with the chartering authority. It outlines the process to resolve disputes that do not involve potential revocation, as well as recommended procedures for issues that could lead to charter revocation. Specifically, the petition provides various levels of escalation, identifies the positions that shall participate at each level, and the processes to move from one level to the next. The petition also provides an option to utilize an independent third-party mediator if the parties are unable to resolve the dispute.

This section should also include a statement that specifically acknowledges SCBE's prerogative in all cases to independently settle a dispute in lieu of engaging in a dispute resolution process.

Based on the above discussion, the petition contains a reasonably comprehensive description of a dispute resolution process.

M. Element M – Exclusive Public School Employer

The petition on page 62 sufficiently identifies that Fortune shall be deemed the exclusive public school employer of the employees. It notes that for the purposes of the Education Employment Relations Act, Fortune employees have the right to form a collective bargaining unit and to negotiate directly with the charter school.

Based on the above discussion, the petition contains the required declaration, and therefore, includes a reasonably comprehensive description of this element.

-VIII.D.28.	
VIII.B.206.	

N. Element N – Admission Requirements

Education Code section 47605.6(e)(2) requires that charter schools shall admit all pupils who wish to attend the school, and that if the number of pupils who wish to attend exceeds capacity, attendance, except for existing pupils, shall be determined by a public random drawing.

Student admissions and attendance policies are set forth on pages 64-66 of the petition. The petition states that if the number of applications does not exceed the capacity of the charter school, all students who submit "qualified applications" will be enrolled. If the number of students seeking admission to any grade level exceeds capacity, a random public lottery will be held. Fortune proposes to give certain admission preferences that are permitted by law in the following order: children of Fortune school faculty, siblings of current students, pupils who reside in the county, pupils on the waiting list the previous year, and then the general public.

The petition states that admission will not be based on prior student performance or admission testing, and notes that students will not be punished for the failures of his/her parents/guardians in signing or fulfilling the terms of the parent/student contract.

The original petition does not specify what is meant by the term "qualified application." The supplemental petition materials provided on January 19, 2011 define a qualified application as a complete student application. The sample student application requires supporting documents such as a birth certificate, immunization records, and residence verification that are consistent with the practices of traditional public school districts. However, the student application also requires records that do not normally appear to be required by traditional public schools, such as student discipline records and a valid California Driver's License. While Fortune may ask parents for such records, they may not deny admission to any student for failure to provide them.

Fortune's petition affirms on page 64 and in the supplemented materials that all students will be considered for admission without regard to race, ethnicity, national origin, gender or disability. However, as the "Notice of Non Discriminatory Policy" on the student application affirms only that Fortune will admit students of any race, color, national and ethnic origin, the application should be updated to include gender and disability in this Notice provision.

Based on the above discussion, subject to the above caveats, the petition contains a reasonably comprehensive description of the admission requirements.

O. Element O – Student Attendance Alternatives

The petition on page 67 contains a reasonably comprehensive description of the public school attendance alternatives for pupils residing within the county who choose not to attend the charter school.

P. Element P – Rights of Employees

The rights of employees leaving SCOE employment to work in the charter school are described sufficiently on pages 61-62 of the petition. Sufficient details are provided regarding scenarios of SCOE staff leaving employment to work for the charter, and any reemployment rights of those employees. The petition clarifies that any employee who leaves the employment of SCOE does not have any return rights without SCOE's prior consent.

Based on the above discussion, the petition contains a reasonably comprehensive description of the rights of employees.

Q.

Element Q – Closure Procedures

The closure procedures outlined on page 80 of the petition cover some but not_all of the elements of school closure procedures required by 5 Cal. Code Regs. section 11962. On January 19, 2011, Petitioner supplemented the petition and replaced these provisions with more comprehensive procedures that address all of the legally required procedures for closure, including the notification process, disposal of assets, transfer and maintenance of student and personnel records, completion of reports, and the final audit.

Based on the above discussion, the petition contains a reasonably comprehensive description of the necessary closure procedures.

CONCLUSION

Based on the above analysis, SCOE staff recommends that the SCBE approve the Fortune School of Education Sacramento Countywide Benefit charter, so long as the SCBE is satisfied that Fortune has reasonable justification for why the charter school could not be established by petition to a school district pursuant to Education Code section 47605 and makes other required findings.

Fortune has petitioned to open ten schools in Sacramento County. If the SCBE decides to approve the petition, it may approve the opening of all ten schools. Alternatively, the

∀III . D. 30 .	*
VIII.B.208.	

SCBE may elect to approve one or more schools in specified locations, and establish conditions on the opening of future school sites.

If the petition is approved by the SCBE, Fortune will be required to meet each of the conditions set forth in Board Policy 2400, section III(i) before opening any schools, including securing appropriate school facilities, acceptance as a member of a SELPA, providing certain written assurances, and satisfying any other conditions approved by the SCBE. [EC 47604.4(b), 47605.6(b)]

2021-2022 BELL SCHEDULES

KINDERGARTEN: Monday, Tuesday, Thursday, Friday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	I5 minutes
Language Arts	l 20 minutes
Yoga	I5 minutes
Mathematics	120 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Recess	15 minutes
Science	30 minutes
Humanities	30 minutes
Study Hall / Supper	I5 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	3:00 pm

KINDERGARTEN: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	120 minutes
Yoga	15 minutes
Recess	15 minutes
Mathematics	120 minutes
Lunch	30 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	2:00 pm

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	165 minutes
Yoga	15 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Recess	15 minutes
Mathematics	120 minutes
Science	45 minutes
Humanities	30 minutes
Study Hall / Supper	I5 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	3:45 pm

GRADE I: Monday, Tuesday, Thursday, Friday

GRADE I: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	120 minutes
Yoga	15 minutes
Recess	15 minutes
Mathematics	I 20 minutes
Lunch	30 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	2:00 pm

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	150 minutes
Yoga	I5 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Recess	15 minutes
Mathematics	120 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	15 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	3:45 pm

GRADE 2: Monday, Tuesday, Thursday, Friday

GRADE 2: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	120 minutes
Yoga	I5 minutes
Recess	15 minutes
Mathematics	l 20 minutes
Lunch	30 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: Students must be signed out by parent/guardian (or other authorized adult).	2:00 pm

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	150 minutes
Yoga	15 minutes
Mathematics	120 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Recess	15 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	30 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult).	4:00 pm

GRADES 3 & 4: Monday, Tuesday, Thursday, Friday

GRADES 3 & 4: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30_am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	120 minutes
Yoga	15 minutes
Recess	15 minutes
Mathematics	120 minutes
Lunch	30 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult).	2:00 pm

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	15 minutes
Language Arts	I 50 minutes
Yoga	15 minutes
Mathematics	I 20 minutes
Lunch	30 minutes
PE / Music (alternating days)	30 minutes
Recess	15 minutes
Science	60 minutes
Humanities	30 minutes
Study Hall / Supper	30 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult).	4:00 pm

GRADE 5: Monday, Tuesday, Thursday, Friday

GRADE 5: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting / Second Step	I5 minutes
Language Arts	120 minutes
Yoga	15 minutes
Recess	15 minutes
Mathematics	120 minutes
Lunch	30 minutes
Science	30 minutes
Humanities	30 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult).	2:00 pm

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting	20 minutes
Music / Spanish / PE	60 minutes
Language Arts	90 minutes
Mathematics	90 minutes
Lunch	30 minutes
Humanities	45 minutes
Science	90 minutes
Study Hall	45 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.	4:00 pm

GRADES 6, 7 and 8: Monday, Tuesday, Thursday, Friday

GRADES 6, 7 and 8: Wednesday

Activity	Instructional Minutes/Day (bolded)
Breakfast	7:30 am
Instruction Begins	7:45 am
Morning Meeting	20 minutes
Language Arts	70 minutes
Mathematics	70 minutes
Lunch	30 minutes
Humanities	45 minutes
Science	70 minutes
Dismissal: Students must be signed out in classroom by parent/guardian (or other authorized adult) or have a signed dismissal consent form on file.	2:00 pm



2021-2022 BELL SCHEDULE

Mon, Tues,	Wed, Thur	Early Re	lease Friday	Minimum Day (No Lunc		
Period	Time	Period	Time	Period	Time	
Breakfast	7:30 - 7:45					
Attendance	7:45 - 7:50	Breakfast	7:30 - 7:45	Breakfast	7:30 - 7:45	
Morning Meeting	7:50 - 8:00					
A-1 / B-2	8:05 - 9:35	A-1	7:45 - 8:15	A-1	7:45 - 8:15	
Nutrition Break	9:35 - 9:45	B-2	8:20 - 8:50	B-2	8:20 - 8:50	
A-3 / B-4	9:50 - 11:20	A-3	8:55 - 9:25	A-3	8:55 - 9:25	
CRC Lunch	11:00-11:30	Nutrition	0.25 0.25	P.4	9.30 - 10.00	
FHS Lunch	11:20 - 11:50	Break	9.25 - 9.55	D-4	9.50 - 10.00	
A-5 / B-6	11:55 - 1:25	B-4	9:40 - 10:10	Nutrition Break	10:05 - 10:10	
A7 / B8	1:30 - 3:00	A-5	10:15 - 10:45	A-5	10:15 - 10:45	
A-9	3:00-6:00 (M or W)					
B-10	3:00-4:20				6	
PASS/REC	3:00-4:00	B-6	10:50-11:20	B-6	10:50 - 11:20	
Dismissal	4:00					
		Lunch	11:20 - 11:50	A-7	11:25 - 11:55	
		A-7	11:55 - 12:25	B-8	11:55 - 12:25	
		B-8	12:30-2:10	School-wide Clean-up	12:25-12:30	
		Dismissal	2:10	Dismissal	12:30	

APPENDIX 3

2021-2022 Fortune Academic Calendar

A	Internetion All Credes		_		JULY	-					1	UGU	ST					SE	PTEM	BER		
August 10-17	Intersession – All Grades	S	м	т	w	Th.	F	S	S	м	т	w	Th.	F	S	s	м	т	w	Th.	F	S
August 18	First Day of School – All Grades					1	2	3						1		1.1						
August 19 20	Minimum Dava K 8	4	5	6	7	8	9	10	1	2	3	4	5	6	7		4	7	1	2	3	4
August 18-20	Minimum Days – K-8	11	12	13	14	15	16	17	8	9	10	18	12	13	21	5	0	14	8	9	10	18
September 6	Labor Day Holiday (No School)	25	26	20	28	29	30	31	22	23	24	25	26	27	28	19	20	21	22	23	24	25
November 11	Veteran's Day Holiday (No School)			-					29	30	31				(10)	26	27	28	29	30		(21)
	K-8 Fall Intersession	1		0	CTOR	BER		_	-		N	OVEM	BER	_	_		-	D	ECEM	BER	-	
November 8-19	Parent/Teacher Conferences	S	м	T	w	Th.	F	S	S	м	т	w	Th.	F	S	S	M	т	w	Th.	F	S
November 22-26	Thanksgiving Break (No School)	3	4	5	6	7	1 8	2 9	7	8	2 9	3	4	5	6	5	6	7	8	2	3 10	4
December 20 -	Winter Break	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
January 2	(No School)	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
January 17	Martin Luther King, Jr. Day	24	25	26	27	28	29	30 (21)	28	29	30				(7)	26	27	28	29	30	31	(13)
February 7	Lincoln's Birthday (No School)			JA	NUA	RY					F	EBRUA	ARY			MARCH						
February 14	Washington's Birthday (No School)	S	M	т	w	Th.	F	S I	S	м	т	w	Th.	F	S	S	M	т	w	Th.	F	S
Mauril 14 10	K-8 Spring Intersession	2	3	4	5	6	7	8			1	2	3	4	5			1	2	3	4	5
March 14-16	Parent/Teacher Conferences	9	10	п	12	13	14	15	6	7	8	9	10	11	12	6	7	8	9	10	11	12
April 11-15	Spring Break	16	17	18	19	20	21	22	13	14	15	16	17	18	19	13	14	15	23	24	18	26
May 2-27	Smarter Balanced Testing	30	31	25	20	21	20	(20)	27	28					(18)	27	28	29	30	31		(18)
May 30	Memorial Day		-	-	APRI	L				-		MAY			1				JUNI	E		
1035 5 100	(INO SCHOOL)	s	м	т	w	Th.	F	S	S	м	т	w	Th.	F	S	S	м	Т	w	Th.	F	S
June I-10	Conferences			-		-	1	2	100						7					2	2	4
lune 14	Last Day of School for Students	3	4	12	6	14	8	9	8	0	3	4	12	0	14	5	6	7	8	9	10	11
June 14	(All Schools)	17	18	12	20	21	22	23	15	16	17	18	19	20	21	12	13	14	15	16	17	18
June 15	GRADUATION – Class of 2022	24	25	26	27	28	29	30	22	23	24	25	26	27	28	19	20	21	22	23	24	25
in the second						1		(14)	79	30	21				(21)	26	27	28	29	30	1	(10)

Annual Update

LCAP Year Reviewed: 2019-20

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

Goal 1

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a college-ready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Annual Measurable Outcomes

Local Priorities:

	Expected	Actual
1.1.	100% of teachers are appropriately credentialed for their assignment.	100% of teachers were appropriately credentialed for their assignment.
1.2.	100% of students will have standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies	All students had access to standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies.
1.3.	100% of teachers will have weekly planning time for the implementation of Common Core.	All teachers were given weekly planning time for the implementation of Common Core.
1.4.	100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.	All teachers participated in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development
1.5.	100% of teachers will have professional development on Next Generation Science Standards (NGSS).	All teachers participated in professional development on Next Generation Science Standards.

APPENDIX 4

210

VIII.B.218

	Expected	Actual
1.6.	100% of students will have a visual or performing arts experience each year.	All students had a visual or performing arts experience this year.
1.7.	Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%.	Fortune improved the percentage of students meeting or exceeding state standards in Math by 9% (37% to 46%) and in ELA by 6% (39% to 45%) from 2018 to 2019.
1.8.	Maintain an increase of students meeting or exceeding state standards in Science.	As a baseline in spring 2019, Fortune had 20% of students meeting or exceeding state standards and 60% nearly meeting state standards.
1.9.	100% of EL students will demonstrate progress towards English Proficiency.	English Learners were yellow in English Language Arts and Green in Mathematics on the California School Dashboard in 2019.
1.10.	100% of middle school students will take Spanish as an elective.	All middle school students took Spanish as an elective until 2019 when Fortune offered new electives including drumline, spoken word, and leadership.
1.11.	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate will participate in field lessons on state history, to enhance the social studies curriculum.	All students participated in several community service projects and celebrated African American history through a project or program. All fourth grade students had the opportunity to participate in field lessons on state history, to enhance the social studies curriculum, up until Covid-19 school closures in March 2020

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
2.1.	100% of students will have the opportunity to attend a college field lesson each year.	100% of students had the opportunity to attend a college field lesson, up until Covid-19 school closures in March 2020.
2.2.	Continue to have fully functioning and compliant School Site Councils to ensure parent input & decision making.	Fortune School had a fully functioning and compliant School Site Council to ensure parent input & decision making.
2.3.	Develop a parent education program that supports having a 95% attendance rate at all schools.	A parent education program that supports having a 95% attendance rate at all school was developed and implemented at all schools.
2.4.	Chronic absenteeism is a rate at or below 5%.	The chronic absenteeism rate is at an average of 11.5% in 2021, a significant improvement from 21.5% in 2018-19, and lower than the state at 12.1% and the county at 14.1% in 2018-19, the most recent state data available.
2.5.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Fortune School maintained a middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.
2.6.	Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	Student suspension rate is 0% and the student expulsion rate is 0% in 2020-21.

212

	Expected	Actual
2.7.	100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.	100% of parents reviewed and signed a commitment to Excellence Contract (Parent Compact per Title I).
2.8.	Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.	Over 85% of parents who respond to the annual parent survey say they are satisfied with their child's school. Due to Covid-19 school closures in 2019-20, we did not administer the traditional annual parent survey, but instead surveyed parents about distance learning and technology needs. See Learning Continuity and Attendance Plan.

Goal 3

Create safe, clean and welcoming learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 8

Local Priorities:

Annual Measureable Outcomes

	Expected	Actual
3.1.	100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.	100% of school sites earned an "exemplary" rating on the State of California Facilities Inspection Tool in December 2020.
3.2.	80% of parents surveyed will express confidence that the schools are safe and secure.	87% of parents surveyed expressed confidence that the schools were safe and secure in 2018-19. Due to Covid-19 school closures in 2019-20, we did not administer the traditional annual parent survey, but instead surveyed parents about distance learning and technology needs. See Learning Continuity and Attendance Plan 2020-21.
3.3.	Over 50% of teachers surveyed will say their school site is safe and secure.	80% of teachers surveyed said their school site was safe and secure. Due to Covid-19 school closures in 2019-20, we did not administer the traditional teacher survey, but instead surveyed students about distance learning. See Learning Continuity and Attendance Plan 2020-21.
3.4.	A majority of students surveyed will say their school site is safe and secure.	85% of students said their school site was in 2018-19. Due to Covid-19 school closures in 2019-20, we did not administer the traditional student survey, but instead surveyed students about distance learning. See Learning Continuity and Attendance Plan 2020-21.

2019-20

Local Control Accountability Plan and Annual Update (LCAP)

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

<u>Appendix B</u>: Guiding Questions: Use as prompts (not limits)

<u>California School Dashboard</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Fortune School	Matt Taylor Director of Data and Analytics	mtaylor@fortuneschool.us (916) 924-8633

2017-20 Plan Summary

The Story

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

Fortune School is a system of tuition-free, college preparatory, public charter schools. Located in San Bernardino and Sacramento, which boast the second and third highest Black student populations in California, the schools are focused on closing the African American achievement gap. Fortune School is a unique partnership between public charter schools and the Black Press. Fortune School is proud to have as its partners The Black Voice News and The Sacramento Observer Newspaper. Deeply rooted in the communities we serve, each Fortune School is named for a living, local African American community icon.

Our school system includes:

Fortune School, a TK-5; named after our President and CEO.

William Lee College Prep, a K-5 school; named after the founder of the Observer, a local black owned newspaper publication.

Alan Rowe College Prep, a K-8 school; named after the founder and president of U-CAN. An organization that connects local students to historical black colleges and universities.

Ephraim Williams College Prep Middle School, a 6-8 school; named after the senior pastor of St. Paul Baptist Church located in Sacramento.

Hazel Mahone College Prep, a TK-5; named after the first African American female school Superintendent.

Rex & Margaret Fortune Early College High School, a 9-11 school; named after the founders of Fortune School of Education.

A summary about our schools:

- Six tuition-free, public charter schools
- Grades K-11
- 1,235 students enrolled
- 99% students of color
 - 63% African American
 - 25% Latino
- 82% of students are socioeconomically disadvantaged

It is our mission to graduate high achieving students of good character prepared for college and citizenship in a democratic society.

LCAP Highlights

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

Key features to highlight this year are: A vast majority of our parents are satisfied with our schools and participate actively in their scholar's educational achievement; both Math and ELA scores continue to increase; our schools offer a well-rounded program that includes: competitive sports, visual arts and instrumental music; we have strong emphasis on hands on science for grades K-8 and Rex and Margaret Fortune Early College High School in partnership with Cosumnes River College and Cal Poly San Luis Obispo will be expanding to eleventh grade.

Review of Performance

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

Greatest Progress

A few of our greatest areas of progress can be seen in our success in parent engagement and overall stakeholder input on the Local Control and Accountability Plan process and development. A majority of our families responded with very valuable evaluation and feedback on how well we have done at reaching our goals.

84.51% of parents are satisfied overall with their scholar's school.

87.27% rate their scholar's school as having a positive environment.

87.27% rate the school's culture as very positive.

87.60% rate the academic program as being very effective.

74.51% feel that the parent education and involvement opportunities are helpful. 93.60% feel that the administrative staff are respectful and professional.

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

Greatest Needs

Needs currently addressed in this section are based on the 2017-18 testing results in both ELA and Math reflected in the school's dashboard which can be found on the California Department of Education website. Per the dashboard in English Language Arts we recognize that our current school placement is in yellow. Students included in this group are: English Learners, Socioeconomically Disadvantaged, Black or African American and Hispanic or Latino. Current placement for math on the dashboard is yellow. We recognize that English Learners and Socioeconomically Disadvantaged are in the orange. Black or African American and Hispanic or Latino students are in yellow. We anticipate growth pending our SBAC scores from 2018-19.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Performance gaps addressed in this section are based on the 2017-18 test results for both ELA and Math as it is reflected on the school's dashboard, which can be found on the California Department of Education website. Per the 2017-18 results current performance gaps can be found in Students with Disabilities. Students with Disabilities currently is in orange. To address the gap, we anticipate raising rigor to a college-ready bar by:

•Focusing on the key levers of observation and feedback and data-driven instruction through Relay Graduate School of Education National Principals and Supervisors Academy Fellowship (NPAF)

•Departmentalizing ELA and math in grades 2 and up

•Piloting more rigorous curriculum that is aligned to Common Core in ELA and math

Annual Update

LCAP Year Reviewed: 2019-20

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

Goal 1

Improve and support student learning to close the achievement gap by providing high-quality classroom instruction that raises rigor to a collegeready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
1.1.	100% of teachers are appropriately credentialed for their assignment.	100% of teachers were appropriately credentialed for their assignment.
1.2.	100% of students will have standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies	All students had access to standards-aligned instructional materials in English Language Arts/ English Language development, Math, Science and Social Studies.
1.3.	100% of teachers will have weekly planning time for the implementation of Common Core.	All teachers were given weekly planning time for the implementation of Common Core.
1.4.	100% of teachers will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.	All teachers participated in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.
1.5.	100% of teachers will have professional development on Next Generation Science Standards (NGSS).	All teachers participated in professional development on Next Generation Science Standards.

	Expected	Actual
1.6.	100% of students will have a visual or performing arts experience each year.	All students had a visual or performing arts experience this year.
1.7.	Increase the percentage of students meeting or exceeding state standards in Math and ELA by 5%.	All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.
1.8.	Maintain an increase of students meeting or exceeding state standards in Science.	All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.
1.9.	100% of EL students will demonstrate progress towards English Proficiency.	All students in testing grades have taken the SBAC. Waiting for SBAC results to come in to evaluate progress.
1.10.	100% of middle school students will take Spanish as an elective.	All middle school students took Spanish as an elective.
1.11.	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate will participate in field lessons on state history, to enhance the social studies curriculum.	All students participated in several community service projects and celebrated African American history through a project or program. All fourth grade students had the opportunity to participate in field lessons on state history, to enhance the social studies curriculum.
We ac	knowledge that API at this time has been suspended.	

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

Action 1.1.1. – 1.1.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 1.1.1. Publish teacher salary schedule and make it available to employees and the public on Fortune's website to: Make teacher compensation competitive and predictable Provide transparent and open communication about pay ranges 	 1.1.1. The teacher salary schedule has been made available to all employees and the public, located under "careers" on the Fortune School of Education website. 1.1.2. An 11 month teacher work schedule was adopted on June 14, 2018. 	\$3,341,129 \$1,605,162	\$2,643,312.00 \$1,156,251.00

	and how decisions about pay are made.	1.1.3. Through internal audits conducted by the Fortune School's Human Resources Department all 71	
1.1.2. 1.1.3.	Adopt an 11-month teacher work schedule. Upon hiring – verify that the teacher is fully credentialed.	teachers for common core subjects were fully credentialed. Moving forward all teachers will continue to be verified as being fully credentialed for their assignment upon hiring.	

Action 1.2.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.	Curriculum used was Journey's Common Core for ELA and ELD instruction for grades K-4.	\$136,871	\$34,509

Action 1.2.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Curriculum: Achievement First Middle School Literacy Vocabulary & Writing Open Source. Grades 5-8.	Curriculum used was Achievement First Middle School Literacy Vocabulary Writing Open Source. Grades 5-8.	See action 1.2.1	\$16,541

Action 1.2.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Curriculum: Go Math grades K-1	Go Math curriculum was used for grades K-1.	See action 1.2.1	\$0

Action 1.2.4.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Curriculum: Achievement First Math Open Source Grades 2-8.	Used curriculum from Achievement First Math Open Source Grades 2-8.	See action 1.2.1	\$48,662

Action 1.2.5.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Partner with Cal Poly San Luis Obispo for math and ELA support.	Fortune School partnered with Cal Poly San Luis Obispo for Math and ELA support for the Early College high school curriculum in July and August 2018.	See action 1.2.1	\$26,824

Action 1.3.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.	Every Wednesday was an early release day for all campuses. Fortune staff and faculty spent the rest of the afternoon engaged in professional development hosted by the operations staff or the Curriculum and Instruction team.	Nominal Costs	Nominal Costs

Action 1.3.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.	Fortune School continued a performing arts program through music. During such instruction, classroom teachers had an opportunity for additional prep time.	\$272,405	\$204,333.00

Action 1.4.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Host symposium for Fortune staff and faculty to receive professional development.	All Fortune staff and faculty received hands-on professional development on culture, student engagement and data driven instruction. Summer Symposium was held over the course of three days in August 2018.	\$110,000	\$105,177.00

Action 1.4.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Hold Institutes at campus level where Fortune staff will get hands on training and professional development.	Fortune School staff received hands-on training and professional development during site-based, campus level institutes. Institutes were held prior to the 2018-19 school year in August and again in November during Intersession in a "road show" format.	Reference 1.4.1	\$6,409

Action 1.4.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Implement T-School, and reading initiatives that teachers can participate in and implement within their classrooms.	T-School and reading initiatives that teachers can participate in and implement within their classrooms took place in August 2018 prior to the school year beginning.	Reference 1.4.1	\$0

Action 1.4.4.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to employ a Director of Curriculum and Instruction and hire additional master teachers. Master teachers provide on-going coaching and professional development to teachers.	Fortune School continued to employ a Director of Curriculum and Instruction and hired additional master teachers who provided on-going coaching and professional development to teachers throughout the school year.	\$363,518	\$416,006.00
Action 1.4.5.			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ reading aides at each site to focus on reading fluency.	Reading aides were employed at each school site. Their goal was to focus on reading fluency amongst scholars.	\$50,189 \$23,153 \$20,046	\$99,177.00

Action 1.4.6.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
A cohort of administrators will attend the Relay National Principals and Supervisors Academy Fellowship on how to use data to drive classroom instruction.	A cohort of five administrators attended the Relay National Principals and Supervisors Academy Fellowship to learn how to really implement data driven classroom instruction. Principals and administrators then trained other instructional staff on how to use data to drive classroom instruction.	\$90,044	\$120,500.00

Action 1.5.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to employ a master teacher in Science.	For the 2018-19 school year the Curriculum and Instruction Team along with the Co-Principal of Ephraim Williams College Prep, assisted the network science teachers with professional development coaching and curriculum.	Reference Action 1.4.4.	Reference Action 1.4.4.

Action 1.5.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide science lab kits to enhance the NGSS curriculum adopted.	NGSS Science lab kits were provided for student use to enhance NGSS curriculum adopted.	\$90,440	\$2,631.00

Action 1.5.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.	In August lead science teachers at each campus were provided. Lead teachers supported, co-taught and assist new and other teachers.	\$9,100	\$3,616.00

Action 1.6.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to implement a visual and performing arts education program at each school site.	Fortune School continued a performing arts program through music. During such instruction, classroom teachers had an opportunity for additional prep time.	Reference Action 1.3.2.	Reference Action 1.3.2.

Action 1.7.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Administer the NWEA Map, a nationally norm referenced test in ELA and Math to all students in grade TK-10.	NWEA testing was administered to all scholars TK-10th three times during the course of the school year: Fall, Winter and Spring of 2018-19.	\$16,368	\$16,957.00

Action 1.7.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to closely monitor student academic performance on standards- based, curriculum-embedded formative and summative assessments through "Illuminate."	The Data and Analytics Department closely monitored student academic performance on standards-based, curriculum-based formative and summative assessments through Illuminate throughout the school year. Results were then reported and reviewed during weekly principal meetings where the Curriculum and Instruction Department was present.	\$14,136	\$17,628.00

Action 1.7.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.	A Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math has taken place throughout the school year. RTI Aides were hired to support the program at the school.	Reference 1.7.	\$23,121.00

Action 1.7.4.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide small group instruction during Intersession for students below 80% proficiency in ELA and math.	Intersession was provided to all students in the "rising" group or who have scored at or below the 45th percentile of the NWEA assessments. In addition, all students with IEP were also included in the group of students who attended intercession. In August Intersession was provided to new students to Fortune to assist them in getting acclimated to the culture. A two week intersession was provided in November after the first trimester. Other additional assistance was offered to students 70% or below and 71% or above through Saturday School. Saturday School started in February 2019. The total duration of Saturday School was six weeks. In the first six weeks of the third trimester the school day was extended on Wednesdays for an additional two hours. This time was known as Crescendo and it was called Performance Task Wednesday.	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2

Action 1.8.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Partner with higher education institutions for 5 th grade trip to a college for hands on Science activities.	Fortune School partners with Cal Poly San Luis Obispo for a two-day hands on science field lesson for all fifth grade scholars during March of 2019.	\$29,000	\$19,522.00
Action 1.9.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide ELD interventions to all ELL's.	ELA and ELD interventions are provided to all ELL's throughout the whole school year as the ELA and ELD interventions are embedded within the Board-adopted curriculum.	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Action 1.9.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Administer, score and analyze the CELDT for instructional planning.	CELDT/ELPAC testing was conducted by the Data and Analytics Department.	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Action 1.9.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
EL's have access to research-based instructional strategies and materials.	In August, all teaching staff were trained in research-based instructional strategies and materials were developed for English Learners.	Reference 1.1.1. and 1.7.3 and 1.7.4]	Reference 1.1.1. and 1.7.3 and 1.7.4

Action 1.10.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Develop a course schedule that allows all students to take at least one trimester of a foreign language.	A course schedule that allowed all middle school students to take at least one trimester of a foreign language was developed in August.	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1

Action 1.11.1.

Planned Actions/Services	Actual Actions/Services			Budgeted Expenditures	Estimated Actual Expenditures
Organize a fourth grade field lesson to California state and historic landmarks. (IE State Capitol, Sutter's Fort and California Indian Museum.)	All schools organize a fourth grade field lesson to a California state and historic landmark.				
	School	Date	Location		
	Fortune School	March 7	Marshall Gold	\$96,000	Reference 2 1 1
	Alan Rowe College Prep	June 4	University of Pacific		
	Hazel Mahone College Prep	April 4	UC Berkley		
	William Lee College Prep	September 25	Marshall State Park		

Action 1.11.2.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Scholars will participate in a community service project each trimester.	All scholars participated in a community service project each trimester.	\$73,000	Nominal Costs for Community service projects.
Action 1.11.3.			
Action 1.11.3.			
Action 1.11.3. Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Action 1.12.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.	Beginning in August, high school students will take a college introductory course that will lead towards meeting the a-g requirements for UC/CSU. A CRC faculty member provided such course on the high school campus during the first semester.	Reference 1.2.1	Reference 1.2.1

Action 1.13.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.	Fortune School students currently only has 10th grade students and will not have11th grade students until the 2019- 20 school year.	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2

Analysis

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

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

Actions and services for this goal were generally implemented as planned. Based on re-evaluation of the curriculum that was adopted and used, we have added Open Source curriculum that will help us address the needs of our scholars and their demographics as it relates to reading, writing and math. We did not host a spring symposium as we felt that the time and resources would be better used in a more direct setting that was specific to each school site and their needs.

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

Overall the effectiveness of the actions/services to achieve the articulated goal as measured was positive. It allowed for us to evaluate the overall effectiveness we have noted an increase in ELA test scores, however we realized that our scholars need additional exposure and practice with reading fluency and writing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 2018-19 school year Fortune School did not meet enrollment goals and therefore the number of teachers and support staff needed decreased. Regarding the NGSS science kits, there were kits from last year that did not need to be replenished and were able to be used this year. Response to Intervention Program included hiring additional reading aids for each school to ensure that all students reach proficiency.

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

No changes have been made to this goal, expected outcomes, metrics or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics as applicable.

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measureable Outcomes

	Expected	Actual
2.1.	100% of students will have the opportunity to attend a college field lesson each year.	100% of students had the opportunity to attend a college field lesson.
2.2.	Continue to have fully functioning and compliant School Site Councils to ensure parent input & decision making.	Fortune School had a fully functioning and compliant School Site Council to ensure parent input & decision making.
2.3.	Develop a parent education program that supports having a 95% attendance rate at all schools.	A parent education program that supports having a 95% attendance rate at all school was developed and implemented at all schools.
2.4.	Chronic absenteeism is a rate at or below 5%.	The chronic absenteeism rate is at an average of 16% for all six schools for Sacramento.
2.5.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Fortune School maintained a middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.
2.6.	Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	Student suspension rate was 5.7% and the student expulsion rate did not exceed the 1%.
2.7.	100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.	100% of parents reviewed and signed a commitment to Excellence Contract (Parent Compact per Title I).
2.8.	Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.	Over 85% of parents who respond to the annual parent survey say they are satisfied with their child's school.

Actions / Services

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

Action 2.1.1.

Planned Actions/Services		Actua Actions/Se	al ervices	Budgeted Expenditures	Estimated Actual Expenditures
Organize an annual college field lesson for each student.	All studer lessons to campuse school ar mindset. Fortune S	nts participate o expose them s throughout to nd promote a co School:	in college field to different heir time in our college-going		
	Grade	Date	Location		
	к	September 21	Sac State University		
	1	September 14	UC Davis		
	2	November 27	San Francisco State University		
	3	December 5	Stanford University		
	5	March 7	Cal Poly	\$96,000	\$50,000.00
	William L	ee College Pro	ep:		
	К	Oct 2	Sac State University		
		New ender O	CRC		
	2	Oct 16	Cal Fast Bay		
	3	Oct 29	CSU Stanislaus		
	5	March 2018	Cal Poly		
	Alan Row	e College Pre	р		
	к	December 12	CSU Sacramento		
	1	March 5	CA Northstate Ranch		
	2	February 2	UC Davis		

Planned Actions/Services		Actual Actions/Services		Budgeted Expenditures	Estimated Actual Expenditures
	_		CA Northstate		
	3	March 8	Elk Grove		
	5	March 2018	CSU Cal Poly		
	6	November 1	CSU East Bay		
	7	January 24	Sonoma State		
	8	January 24	Sonoma State		
	Ephraim School	Williams Colle	ge Prep Middle		
	6	September 11	Chico State University		
	7	Oct 9	Stanford University		
	8	September 25	Fresno State University		
	Hazel Ma	ahone College	Prep		
		November	Cal State		
	T/K	28	University		
	1	May 22	UC Davis		
	2	October 24	CSU Stanislaus		
	3	November 30	SF State		
		November			
	4	30	UC Berkley		
	5	March 2018	Cal Poly		
	Rex and High Sch	Margaret Fortu ool:	ne Early College		
	9	August 2018	Cosumnes River College		
	10	August 2018	Cosumnes River College		

Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Fortune School continued to employ a Coordinator of Compliance.	\$83,535.00	\$63,251.00		
Action 2.2.2.				
Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures		
Coordinator of Compliance continued to monitor and support the School Site Council for compliance and coordination of the Single Plan for Student Achievement.	Nominal Costs	Nominal Costs		
	Actual Actions/Services Actual Actions/Services Fortune School continued to employ a Coordinator of Compliance. Actual Actions/Services Coordinator of Compliance continued to monitor and support the School Site Council for compliance and coordination of the Single Plan for Student Achievement.	Actual Actions/ServicesBudgeted ExpendituresActual Actions/ServicesBudgeted ExpendituresFortune School continued to employ a Coordinator of Compliance.\$83,535.00Actual Actions/ServicesBudgeted ExpendituresCoordinator of Compliance continued to monitor and support the School Site Council for compliance and coordination of the Single Plan for Student Achievement.Nominal Costs		

Action 2.2.3.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide annual system-wide training for School Site Council Members.	Annual system-wide training was provided to all members of the School Site Council in October. School Site Council members learned what their roles and responsibilities were as it related to the Single Plan for Student Achievement.	Nominal Costs	Nominal Costs

Action 2.3.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.	Fortune School hosted a series of parent education opportunities through Parent Academy and the Women's Wellness Tour.	\$37,200 Parent Academy \$25,800 Parent Convention	\$72,973.00

Action 2.3.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Host an annual parent convention that allows Fortune parents to receive training on academic strategies, and resources that will assist in their scholar's academic success.	Parent Academy took place November 2018 where Fortune parents were immersed in the Fortune culture and were given tools on how they can help support their scholars at home and reiterate what they are learning day to day in the classroom.	Reference 2.3.1	\$0

Action 2.3.3

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide a cohort based parent academy to provide parent education for scholars in grades TK – 9.	Parent Academy provided parent education for scholars in grades TK-10 grades in the following areas: The CA Academic Achievement Gap, Parent Involvement, Attendance, Behavior, Education Technology, ELA, Math, NGSS and preparing for college. All six school sites in Sacramento joined together to	Reference 2.3.1	Reference 2.3.1

ACTORS/DELVICES	Actions/Services	Expenditures	Expenditures
atter 2018	nd Parent Academy on November 3 rd 8.		

Action 2.3.4.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Implement the Board-adopted attendance Policy.	The Board-adopted attendance policy was fully implemented during the 2018-19 school year and monitored by the Data and Analytics Department.	Nominal Costs	Nominal Costs

Action 2.4.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Hire a designated person responsible for all attendance related matters.	Fortune School hired an Attendance Analyst on the Data and Analytics team to ensure that schools were following the Board-adopted attendance policy and attendance incentives were done throughout the trimester.	\$45,131.00	\$52,422.00

Action 2.4.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Develop and implement a SARB process that is consistent with the Board-adopted attendance policy.	A SARB process that is consistent with the Board-adopted attendance policy was refined in August 2017.	Nominal Costs	Nominal Costs

Action 2.5.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
 Implement various student engagement programs including: Competitive Sports programs Continue to employ an Athletic Director. 	Various student engagement programs were created including a competitive sports programs such as basketball, rugby and cheer. In addition a sports developmental league was also created. Fortune School also continued to employ an Athletic Director.	\$155,737	\$155,694.00

Action 2.5.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Expose 6th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.	6th grade students from Alan Rowe College Prep and Ephraim Williams College Prep Middle School participated in an outdoor education opportunity through a 4-day trip to Sly Park.	Reference 1.11.1	\$16,000.00

Action 2.6.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to use the Board-adopted progressive discipline matrix.	Fortune School continued to use the Board-adopted progressive discipline matrix.	Nominal Costs	Nominal Costs

Action 2.6.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to employ staff to supervise students and manage student behaviors.	Continue to employ staff to supervise students and manage student behaviors.	\$317,452	\$301,330.50

Action 2.7.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.	In the enrollment process for all Fortune Schools a copy of the Commitment to Excellence Contract (Parent Compact) was included.	Nominal Costs	Nominal Costs

Action 2.7.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.	Continued to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.	\$161,928	\$163,261.00

Action 2.8.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Provide parents with an annual parent survey.	The annual LCAP Stakeholder parent survey went out to all families of June 2019. A Spanish version was also created.	Nominal Costs	Nominal Costs

Action 2.8.2.

Planned Actual		Budgeted	Estimated Actual
Actions/Services Actions/Services		Expenditures	Expenditures
Include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.	On the Annual LCAP Stakeholder Parent Survey, a question asking parents how they felt about the safety and security of their scholar's school was included. 87% of parents strongly agreed or agreed that	Nominal Costs	Nominal Costs

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
	they felt their scholar's school environment was safe.		

Analysis – Goal 2

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

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

Actions and services for this goal were implemented as planned and the goal has been achieved.

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

The overall effectiveness of the actions/ services to achieve the articulated goal was positive.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the school year Fortune School did not hire additional staff to ensure that scholars received the emotional supports as it relates to behavior.

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

No changes have been made to this goal, expected outcomes, metrics or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics as applicable.

Goal 3

Create safe, clean and welcoming learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 8

Local Priorities:

Annual Measureable Outcomes

	Expected	Actual
3.1.	100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.	100% of school sites earned a "good" rating on the State of California Facilities Inspection Tool.
3.2.	80% of parents surveyed will express confidence that the schools are safe and secure.	87% of parents surveyed expressed confidence that the schools are safe and secure.
3.3.	Over 50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed said their school site is safe and secure.
3.4.	A majority of students surveyed will say their school site is safe and secure.	A majority of students surveyed will say their school site is safe and secure. Survey will be administered June 2019.

Actions / Services

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

Action 3.1.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Facilities supervisor uses the CA facilities Inspection Tool.	The facilities supervisor uses the CA facilities Inspection Tool every trimester for each campus.	\$64,407	\$70,898.00

Action 3.1.2.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Custodial staff will participate in weekly meetings.	Custodial staff participates in a monthly call-in meeting to address anything that may come up at each of the campuses.	Nominal Costs	Nominal Costs

Action 3.2.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.	On the Annual LCAP Stakeholder Parent Survey, a question asking parents how they felt about the safety and security of their scholar's school was included.	Nominal Costs	Nominal Costs

Action 3.3.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Create and implement a teacher survey to measure their sense of campus safety.	Teacher surveys were conducted in June 2019 asking each teacher if they felt safe on their campus.	Nominal Costs	Nominal Costs

Action 3.4.1.

Planned	Actual	Budgeted	Estimated Actual
Actions/Services	Actions/Services	Expenditures	Expenditures
Create and implement a student survey to measure school climate and their overall sense of campus safety.	The school climate survey developed last year was administered to grades 6th - 10th.	Nominal Costs	Nominal Costs

Analysis – Goal 3

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

Describe the overall implementation of the actions/services to achieve the articulated goal. The overall implementation of the actions and services to achieve the articulated goal was positive. Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/ services to achieve the articulated goal was extremely helpful in measuring how our stakeholders felt about the overall cleanliness and safety of our schools. We continue to ask our stakeholder how they feel about the conditions and their personal safety moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences noted between the budgeted expenditures and the estimated actual expenditures noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. There were no changes made to this goal, expected outcomes, metrics or actions and services to achieve this goas as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Fortune School continuously engaged with stakeholders throughout the school year and specifically held meetings with all stakeholders on review and feedback on the LCAP and annual review process. Such stakeholder feedback helps drive how monies are budgeted in the next year based on need. Stakeholder feedback shines light on the specific needs for each site and the overall organizational needs recognized through this process.

Teacher Stakeholders:

There is a regular system of teacher and administrator communications in the form of grade-level review of student achievement data, selection of interventions needed for a specific group of students, weekly faculty meetings and other school level or organization-wide task groups working on new priorities.

Parent and Staff Stakeholders:

In May 2019 parents, teachers and staff have engaged in the in the preparation of the Local Control and Accountability Plan for Fortune School. Parent, teacher and staff meetings were conducted at each Fortune School campus as LCAP Stakeholder meetings. At the meetings parents were asked to rank how well they felt administration did at reaching the goals they had helped to create. After going over the current year's goals, administration gave each stakeholder large sticky notes in the colors of pink, green and yellow and conducted a feedback exercise called "Start, Stop and Continue" where they could write down what they would like for the school to start, stop or continue going into the next school year. In addition to the LCAP Stakeholder meetings, stakeholder feedback was obtained from advisory committees such as the School Site Council and English-Learner Advisory Sub-committee. Title I information nights, parent academies and parent convention were also ways LCAP feedback was obtained from stakeholders. In the third trimester of 2019 an annual parent survey was sent to all parents allowing them to leave LCAP stakeholder feedback. Feedback was then passed onto administration during budget meetings for the next school year.

We care about school climate and the social and emotional well-being of our scholars. How they feel about their school, teachers and peers is important to us. Studies have shown that students do better academically when their educational environment is conducive to learning. In the 2018-19 school year a school climate survey was given to sixth, seventh, eighth and ninth grade scholars. The survey was conducted through the online survey service Survey Monkey and administered by the Data and Analytics Department.

Impact on LCAP and Annual Update

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

Per the feedback received from teachers, parents and students new positions were created, budgets from parent education opportunities was expanded and a focus on data driven teaching can be seen.

Goals, Actions, & Services

Strategic Planning Details and Accountability Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

Improve and support student learning to close the achievement gap by providing high quality classroom instruction that raises rigor to a collegeready bar.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6, 7, 8

Local Priorities: [List Local Priorities here]

Identified Need:

- Adoption of new Open Source Curriculum that are aligned with the Common Core State Standards.
- LCAP stakeholder feedback, teachers participating in professional development.
- Available NWEA and SBAC data.
- Current academic progress in ELA as it relates to comprehension and writing.
- Current academic progress in Math.

Expected Annual Measureable Outcomes

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1.	100% of Teachers are appropriately credentialed.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.	100% credentialed teachers in core subject areas.

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.2.	100% of students will have standards- aligned instructional materials in English Language Arts/ English Language Development, Math, Science and Social Studies.	100% of students have standard- aligned instructional materials.	100% of students have standard- aligned instructional materials.	100% of students have standard-aligned instructional materials.	100% of students have standard-aligned instructional materials.
1.3.	100% of teachers will have weekly planning time for the implementation of Common Core.	100% of teachers will have a weekly prep time.	100% of teachers have a weekly prep time.	100% of teachers have a weekly prep time.	100% of teachers have a weekly prep time.
1.4.	100% of teachers and administrators will participate in a robust program of professional development on Common Core aligned instructional materials for English Language Arts and English Language Development.	Teachers and administrators will participate in professional development.	Teachers and administrators will participate in professional development.	Teachers and administrators will participate in professional development.	Teachers and administrators will participate in professional development.
1.5.	100% of teachers will have professional development on Next Generation Science Standards (NGSS).	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.	Professional Development on NGSS to assist in curriculum being taught.
1.6.	100% of students will have a visual or	100% of students will	100% of students will have a visual or	100% of students will have a visual or	100% of students will have a visual or

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	performing arts experience each year.	have a visual or performing arts experience.	performing arts experience.	performing arts experience.	performing arts experience.
1.7.	Students in testing grades will perform at proficiency levels in English Language Arts and Math at or above their peers in traditional public schools in the region with similar demographics.	Per test scores in 2015-16: ELA – Yellow/ Math – Yellow	ELA – Yellow/Math – Yellow	ELA – Yellow/ Math – Yellow	ELA – Yellow/ Math – Yellow
1.8.	Maintain an increase of students meeting or exceeding state standards in science.	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%	Sacramento County CST Science - Grade 5, Grade 8, and Grade 10 Life Science: Basic 25%
1.9.	100% of Middle School students will take a foreign language as an elective.	100% of middle school students will take a foreign language.	100% of middle school students will take a foreign language.	100% of middle school students will take a foreign language.	100% of middle school students will take a foreign language.
1.10.	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field	100% of students will participate in community service projects, an annual African American	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history.	100% of students will participate in community service projects, an annual African American history program and fourth grade students will participate in field lessons on state history.

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	lessons on state history, to enhance social studies curriculum.	history program and fourth grade students will participate in field lessons on state history.	lessons on state history.		
1.11.	100% of EL students will demonstrate progress towards English Proficiency.	EL Students 2015-16 ELA - Yellow	ELA - Yellow	ELA - Yellow	ELA - Yellow
1.12.	100% of high school students will be offered the A-G course sequence for admission to the UC /CSU through the MOU with Cosumnes River College.	Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.	Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.	Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.	Students have a body of general knowledge that will provide breadth and perspective to new, more advanced study.
1.13.	High school students will demonstrate college readiness at levels that are the same or better than their peers in traditional public school in the region with similar demographics.	Baseline data for Fortune students is not available as they will not have 11th graders until the 2019-20 school year. Per Sacramento County students who met state standards are as follows: 5% ELA/ 3% Math	Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math	Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math	Per Sacramento County, students who met state standards in 2015-16 are as follows: 5% ELA/ 3% Math

Planned Actions / Services

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

Action 1.1.1.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Publish teacher salary schedule and make it available to employees and the public on Fortune's website to: Make teacher compensation competitive and predictable and 	Continue to publish a teacher salary that is available to employees and the public on Fortune's website.	Continue to publish a teacher salary that is available to employees and the public on Fortune's website.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
 Provide transparent and open communication about pay ranges and how decisions about pay are made. 		

Year	2017-18	2018-19	2019-20
Amount	\$3,341,129	\$3,207,829	\$2,689,788
	\$1,605,162	\$1,659,352	\$1,806,252
Source	LCFF	LCFF	LCFF
	Education Protection Act	Education Protection Act	Education Protection Act
Budget Reference	Resource 0000, 1400	Resource 0000, 1400	Resource 0000, 1400

Action 1.1.2.

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All Schools
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Adopt an 11-month teacher work schedule.	Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary.	Re-evaluate the current teacher work schedule and adopt a revised teacher work schedule if necessary.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Reference 1.1.1.	Reference 1.1.1.	Reference 1.1.1.
Budget Reference	Reference 1.1.1.	Reference 1.1.1.	Reference 1.1.1.

Action 1.1.3.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

being fully credentialed.

All Student Groups All Locations

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Upon hiring, teachers will be verified as	Upon hiring, teachers will be verified as	Upon hiring, teachers will be verified as

being fully credentialed.

Budgeted	Expenditures	

being fully credentialed.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Reference 1.1.1.	Reference 1.1.1.	Reference 1.1.1.

Year	2017-18	2018-19	2019-20
Budget Reference	Reference 1.1.1.	Reference 1.1.1.	Reference 1.1.1.

Action 1.2.1.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All Student Groups		All Locations	
	C	DR	
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, S Unduplicated Student Gro	choolwide, or Limited to oup(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide		All
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Mo for 2018-19	dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged		Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.	Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.	Curriculum: Journey's Common Core Grades K-4 for ELA/ELD.

Year	2017-18	2018-19	2019-20
Amount	\$136,871	\$104,966	\$143,710
Source	LCFF, EPA and Lottery	LCFF, EPA and Lottery	LCFF, EPA and Lottery
Budget Reference	Resource 0000, 1400, 1100, 6300	Resource 0000, 1400, 1100, 6300	Resource 0000, 1400, 1100, 6300

Action **1.2.2**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Curriculum: Achievement First Middle	Curriculum: Achievement First Middle	Curriculum: Achievement First Middle
School Literacy Vocabulary & Writing	School Literacy Vocabulary & Writing	School Literacy Vocabulary & Writing
Open Source Grades 5-8.	Open Source Grades 5-8.	Open Source Grades 5-8.

Year	2017-18	2018-19	2019-20
Amount	See Action 1.2.1	See Action 1.2.1	\$26,207
Source	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1
Budget Reference	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1

Action 1.2.3.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Curriculum: Go Math grades K-1	Curriculum: Go Math grades K-1	Curriculum: Go Math grades K-1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 1.2.1	See Action 1.2.1	\$0
Source	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1
Budget Reference	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1

Action 1.2.4.

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

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

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017 19 Actions/Sonvisor	2018 10 Actions/Services	2010 20 Actions/Services
2017-16 Actions/Services	2016-19 Actions/Services	2019-20 Actions/Services
Curriculum: Achievement First Math Open Source Grades 2-8	Curriculum: Achievement First Math Open Source Grades 2-8	Curriculum: Achievement First Math Open Source Grades 2-8

Year	2017-18	2018-19	2019-20
Amount	See Action 1.2.1	See Action 1.2.1	\$35,252
Source	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1
Budget Reference	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1

Action 1.2.5.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Partner with Cal Poly San Luis Obispo for Math and ELA support.	Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.	Continue to partner with Cal Poly San Luis Obispo for Math and ELA support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Action 1.2.1	See Action 1.2.1	\$0
Source	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1

Year	2017-18	2018-19	2019-20
Budget Reference	See Action 1.2.1	See Action 1.2.1	See Action 1.2.1

Action 1.3.1.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All Student Groups		All Locations	
	C	R	
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide		All
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19		Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged		Unchanged
2017-18 Actions/Services	2018-19 Actions/Services		2019-20 Actions/Services
Implement an early release day once a week in which students dismiss at 2pm, allowing teachers common planning time.	Continue to implement an early release day once a week in which students		Continue to implement an early release day once a week in which students

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	dismiss at 2pm, allowing teachers common planning time.	dismiss at 2pm, allowing teachers common planning time.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **1.3.2**.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.	Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.	Continue a visual and performing arts program where classroom teachers are given the opportunity for additional prep time.

Year	2017-18	2018-19	2019-20
Amount	\$272,405	\$236,271.75	\$279,303
Source	Title 1	Title I	Title 1
Budget Reference	Resource 3010	Resource 3010	Resource 3010

Planned Actions / Services

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

Action **1.4.1**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Host symposium for Fortune staff and faculty to receive professional development.	Continue to host symposium for Fortune staff and faculty to receive professional development.	Continue to host symposium for Fortune staff and faculty to receive professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,000	\$100,000	\$105,000
Source	Symposiums are hosted by the CMO and built into the school's CMO support charge.	Symposiums are hosted by the CMO and built into the school's CMO support charge.	Symposiums are hosted by the CMO and built into the school's CMO support charge.
Year	2017-18	2018-19	2019-20
---------------------	-------------------	-------------------	-------------------
Budget Reference	School CMO Budget	School CMO Budget	School CMO Budget

Action 1.4.2.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hold Institutions at campus level where	Continue to hold Institutions at campus	Continue to hold Institutions at campus
Fortune staff will get hands on training	level where Fortune staff will get hand on	level where Fortune staff will get hand on
and professional development.	training and professional development.	training and professional development.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.4.1	Reference 1.4.1	\$6,500
Source	Reference 1.4.1	Reference 1.4.1	Reference 1.4.1
Budget Reference	Reference 1.4.1	Reference 1.4.1	Reference 1.4.1

Action 1.4.3.

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

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

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.	Continue to implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.	Continue to implement T-School and reading initiatives that teachers can participate in and implement within their classrooms.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Reference 1.4.1	Reference 1.4.1	\$0
Source	Reference 1.4.1	Reference 1.4.1	Reference 1.4.1
Budget Reference	Reference 1.4.1	Reference 1.4.1	Reference 1.4.1

Planned Actions / Services

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

Action **1.4.4**.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ a Director of Curriculum and Instruction and hire additional master teachers. Master teachers provide on-going coaching and professional development to teachers.	Continue to employ a Director of Curriculum and evaluate the need to hire additional master teachers who will continue to provide on-going coaching and professional development to teachers.	Continue to employ a Director of Curriculum and evaluate the need to hire additional master teachers who will continue to provide on-going coaching and professional development to teachers.

Year	2017-18	2018-19	2019-20
Amount	\$363,518	\$487,665	\$633,456
Source	LCFF, included in Teacher Support	LCFF, included in Teacher Support	LCFF, included in Teacher Support
	Charge	Charge	Charge
Budget	Resource 0000	Resource 0000	Resource 0000
Reference	CMO Budget	CMO Budget	CMO Budget

Action 1.4.5.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Employ reading aides at each site to focus on reading fluency.	Continue to employ reading aides at each site to focus on reading fluency.	Continue to employ reading aides at each site to focus on reading fluency.

Year	2017-18	2018-19	2019-20
Amount	\$50,189	\$166,825	\$149,486
	\$23,153		
	\$20,046		
Source	Title I and LCFF	Title I and LCFF	Title I and LCFF
Budget Reference	Resource 3010, 0000	Resource 3010, 0000	Resource 3010, 0000

Planned Actions / Services

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

Action **1.4.6**.

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

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
A cohort of administrators will attend the Relay National Principals and Supervisors Academy Fellowship on how to use data to drive classroom instruction.	Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.	Continue to teach administrators on the skills learned on how to use data to drive classroom instruction.

Year	2017-18	2018-19	2019-20
Amount	\$90,044	\$134,000	\$85,591
Source	Title 1 & II, Lottery and LCFF	Title 1 & II, Lottery and LCFF	Title 1 & II, Lottery and LCFF
Budget Reference	Resource 3010,1035,1100,6300	Resource 3010,1035,1100,6300	Resource 3010,1035,1100,6300

Planned Actions / Services

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

Action 1.5.1.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ a master teacher in Science.	Continue to employ a master teacher in Science.	Continue to employ a master teacher in Science.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.4.4.	Reference 1.4.4.	Reference 1.4.4.

Year	2017-18	2018-19	2019-20
Source	Reference 1.4.4.	Reference 1.4.4.	Reference 1.4.4.
Budget Reference	Reference 1.4.4.	Reference 1.4.4.	Reference 1.4.4.

Action 1.5.2.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide science lab kits to enhance the NGSS curriculum adopted.	Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.	Replenish needed supplies and continue to provide science kits for the middle school science labs to enhance the NGSS curriculum.

Year	2017-18	2018-19	2019-20
Amount	\$90,440	\$35,219	\$71,081
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action 1.5.3.

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

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

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide lead science teachers at each campus who will support, co-teach and assist new and other teachers.	Continue to provide lead science teachers at each campus who will support, co- teach and assist new and other teachers.	Continue to provide lead science teachers at each campus who will support, co- teach and assist new and other teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$9,100	\$9,040	\$9,025
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action **1.6.1**.

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

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

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement a visual and performing arts education program at each school site.	Continue to implement a visual and performing arts education program at each school site.	Continue to implement a visual and performing arts education program at each school site.

Year	2017-18	2018-19	2019-20
Amount	Reference Action 1.3.2	Reference Action 1.3.2	Reference Action 1.3.2
Source	Reference Action 1.3.2	Reference Action 1.3.2	Reference Action 1.3.2
Budget Reference	Reference Action 1.3.2	Reference Action 1.3.2	Reference Action 1.3.2

Planned Actions / Services

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

Action 1.7.1.

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

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

OR

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

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

Actions/Services

Services

Administer the NWEA Map, a nationally	Continue to administer the NWEA Map, a	Continue to administer the NWEA Map, a
norm referenced text in ELA and Math to	nationally norm referenced text in ELA	nationally norm referenced text in ELA
all students in grade TK-9.	and Math to all students in grade TK-10.	and Math to all students in grade TK-11.

Year	2017-18	2018-19	2019-20
Amount	\$16,368	\$16,090	\$16,301
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action 1.7.3.

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

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

All Student Groups All Location	5
---------------------------------	---

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.	Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.	Continue to have a Response to Intervention (RTI) program for the purpose of providing academic and behavioral supports to students in ELA and Math.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.7	Reference 1.7	\$41,648
Source	Reference 1.7	Reference 1.7	Reference 1.7
Budget Reference	Reference 1.7	Reference 1.7	Reference 1.7

Action 1.7.4.

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
All Student Groups	All Locations		
OR			
or Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: Scope of Service	s: Location(s):		

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide small group instruction during Intersession for students below 80% proficiency in ELA and math.	Continue to provide small group instruction during Intersession for students below 80% proficiency in ELA and math.	Continue to provide small group instruction during Intersession for students below 80% proficiency in ELA and math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2
Source	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2
Budget Reference	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2

Action **1.8.1**.

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

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

OR

VIII.B.286.

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Partner with higher education institutions for 5 th grade trip to a college for hands on Science activities.	Continue to partner with a higher education institutions for 5 th grade trip to a college for hands on Science activities.	Continue to partner with a higher education institutions for 5 th grade trip to a college for hands on Science activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$29,000	\$36,000	\$38,200
Source	Lottery- unrestricted	Lottery- unrestricted	Lottery- unrestricted
Budget Reference	Resource 1100	Resource 1100	Resource 1100

Action 1.9.1.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

all ELL's.

All Student Groups All Locations

OR

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

all ELL's.

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017 18 Actions/Services	2018 10 Actions/Services	2010 20 Actions/Services
Provide FLD interventions to all FLL's	Continue to provide FLD interventions to	Continue to provide FLD interventions to

Year	2017-18	2018-19	2019-20
Amount	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4
Source	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Year	2017-18	2018-19	2019-20
Budget Reference	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Action **1.9.2**.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):		
Specific Student Groups		All Locations		
	O	R		
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:	
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Se Unduplicated Student Gro	choolwide, or Limited to oup(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
English Learners English Learners			English Learners	
Actions/Services				
Select from New, Modified, or Unchanged Select from New, Modified for 2017-18 for 2018-19		dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20	
Unchanged	Unchanged		Unchanged	
2017-18 Actions/Services	2018-19 Actions/Serv	vices	2019-20 Actions/Services	
Administer, score and analyze the CELDT for instructional planning.	Continue to administe the CELDT/ELPAC for	er, score and analyze or instructional	Continue to administer, score and analyze the CELDT/ELPAC for	

planning.

instructional planning.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4
Source	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4
Budget Reference	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Action **1.9.3**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
EL's have access to research-based instructional strategies and materials.	Continue to ensure that EL's have access to research-based instructional strategies and materials.	Continue to ensure that EL's have access to research-based instructional strategies and materials.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4
Source	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4
Budget Reference	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4	Reference 1.1.1. and 1.7.3 and 1.7.4

Action 1.10.1.

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

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop a course schedule that allows all students to take at least one trimester of a foreign language.	Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.	Continue to implement a course schedule that allows all students to take at least one trimester of foreign language.

Year	2017-18	2018-19	2019-20
Amount	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1
Source	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1
Budget Reference	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1	Salary for foreign language instructor – reference 1.1.1

Action 1.11.1.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

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

California state and historic landmarks. (IE State Capitol, Sutter's Fort and California Indian Museum.).Image a routing rade field resonance to organize a routing rade field lesson to California state and historic landmarks. (IE: State capitol, Sutter's Fort and California Indian Museum.).Image a routing rade field resonance to organize a routing rade field lesson to California state and historic landmarks. (IE: State capitol, Sutter's Fort and and California Indian Museum.).	California state and historic s. (IE: State capitol, Sutter's Fort prnia Indian Museum.).
---	---

Year	2017-18	2018-19	2019-20
Amount	\$96,000	Reference 2.1.1.	Reference 2.1.1.
Source	Lottery- unrestricted	Resource 1100	Resource 1100

Year	2017-18	2018-19	2019-20
Budget Reference	Resource 1100	Lottery- unrestricted	Lottery- unrestricted

Action 1.11.2.

Students to be Served: (Select from All, Students with Disabilities, or Specifi	c Student Groups)	Location(s): (Select from All Schools, S	Specific Schools, and/or Specific Grade Spans):
All Student Groups		All Locations	
	C	PR	
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, So Unduplicated Student Gro	choolwide, or Limited to bup(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide		All
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Moo for 2018-19	dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified		Modified
2017-18 Actions/Services	2018-19 Actions/Serv	vices	2019-20 Actions/Services
Scholars will participate in a community service project each trimester.	Continue to have sch community service pr	olars participate in a oject each trimester.	Continue to have scholars participate in a community service project each trimester.

Year	2017-18	2018-19	2019-20
Amount	\$73,000	Nominal Costs	Nominal Costs
Source	LCFF	Nominal Costs	Nominal Costs
Budget Reference	Resource 0000	Nominal Costs	Nominal Costs

Action 1.11.3.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hold an African American program or do a project in which students learn about and celebrate African American History.	Schools will continue to hold an African American program or do a project in which students learn about and celebrate African American History.	Schools will continue to hold an African American program or do a project in which students learn about and celebrate African American History.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.11.2	Reference 1.11.2	Reference 1.11.2
Source	Reference 1.11.2	Reference 1.11.2	Reference 1.11.2
Budget Reference	Reference 1.11.2	Reference 1.11.2	Reference 1.11.2

Action 1.12.1.

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

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

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
9 th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.	9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.	9th grade students will take a college introductory course that will lead towards meeting the a-g requirements for the UC/CSU.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Reference 1.2.1	Reference 1.2.1	Reference 1.2.1
Source	Reference 1.2.1	Reference 1.2.1	Reference 1.2.1
Budget Reference	Reference 1.2.1	Reference 1.2.1	Reference 1.2.1

Action 1.13.1.

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

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

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

VIII.B.297.

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.	10th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.	11th grade students will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. These assessments, which are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System, for determination of Early Assessment Program (EAP) status.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2
Source	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2
Budget Reference	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2	Reference 1.1.1 and 1.1.2

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

Goal 2

Cultivate a culture of high expectations for academic achievement and conduct that are clearly designed, measureable, and make no excuses based on the background of students. Students, parents, teachers and staff create and reinforce a culture of achievement and support.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

- LCAP Stakeholder feedback on Parent Education.
- LCAP Stakeholder feedback regarding information and training for School Site Councils would be helpful.
- Disparities in suspension rates by race.
- Disproportionately higher suspension and expulsion rates for students of color.
- African American public high school graduates have a 36% college-going rate to a UC or CSU.

Expected Annual Measureable Outcomes

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1.	100% of students will have the opportunity to attend a college field lesson each year.	100% of students will visit a college.	100% of students will visit a college.	100% of students will visit a college.	100% of students will visit a college.
2.2.	Continue to have fully functioning and compliant School Site Council to ensure parent input & decision making.	School Site Council will be fully functioning and in accordance to ED Code related to Title I.	School Site Council will be fully functioning and in accordance to ED Code related to Title I.	School Site Council will be fully functioning and in accordance to ED Code related to Title I.	School Site Council will be fully functioning and in accordance to ED Code related to Title I.
2.3.	Develop a parent education program that supports having a 95% attendance rate at all schools.	Parent Education offered at all school sites.	Parent Education offered at all school sites.	Parent Education offered at all school sites.	Parent Education offered at all school sites.

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.4.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.	Chronic absenteeism is a rate at or below 5%.
2.5.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop- out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.	Middle school drop-out rate of zero percent and a high school drop-out rate lower than the statewide high school drop-out rate.
2.6.	Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.	2.6 Student suspension rate of 2% or lower and Student expulsion rates will not exceed .1%.
2.7.	100% of parents will sign a Commitment to Excellence Contract that they will provide 40 or more completely voluntary service hours per academic year, ensure that their child will participate in extended learning as determined by faculty.	Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.	Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.	Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.	Commitment to Excellence Contract (Title I Parent Compact) will be signed by 100% of parents.
2.8.	Over 50% of parents who respond to the annual parent survey will say they are satisfied with their child's school.	50% of parents surveyed will say they are satisfied with their scholar's school.	50% of parents surveyed will say they are satisfied with their scholar's school.	50% of parents surveyed will say they are satisfied with their scholar's school.	50% of parents surveyed will say they are satisfied with their scholar's school.

Action 2.1.1.

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Organize an annual college field lesson for each student.	Continue to organize an annual college field lesson for each student.	Continue to organize an annual college field lesson for each student.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,000	\$70,000	\$62,000
Source	Lottery – Restricted	Lottery – Restricted	Lottery – Restricted
Budget Reference	Resource 1100	Resource 1100	Resource 1100

Planned Actions / Services

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

VIII.B.301.

Action **2.2.1**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ a Coordinator of Compliance.	Continue to employ a Coordinator of Compliance.	Continue to employ a Coordinator of Compliance.

Year	2017-18	2018-19	2019-20
Amount	\$83,535	\$87,184	\$85,091

Year	2017-18	2018-19	2019-20
Source	Title I, LCFF	Title I, LCFF	Title I, LCFF
Budget Reference	Resource 3010, 0000	Resource 3010, 0000	Resource 3010, 0000

Action **2.2.2**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.	The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.	The Coordinator of Compliance will continue to monitor and support the School Site Council for compliance.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.2.3**.

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

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

OR

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide annual system-wide training for School Site Council Members.	Continue to provide annual system-wide training for School Site Council members.	Continue to provide annual system-wide training for School Site Council members.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.3.1**.

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

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

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.	Continue to host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.	Continue to host a series of Parent Education opportunities that will provide parents/ guardians with information and tools that will improve their ability to assist their children at home with educational experiences designed to enhance their student's academic achievement.

Year	2017-18	2018-19	2019-20
Amount	\$37,200 Parent Academies \$25,800 Parent Convention	\$41,972 Parent Academies \$25,800 Parent Convention	\$60,534
Source	Title I and LCFF Title I and Lottery	Title I and LCFF Title I and Lottery	Title I and LCFF Title I and Lottery
Budget Reference	Resource 3010, 6300	Resource 3010, 6300	Resource 3010, 6300
Action **2.3.2**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Host an annual parent convention that	Continue to host an annual parent	Continue to host an annual parent
allows Fortune parents to receive training	convention that allows Fortune parents to	convention that allows Fortune parents to
on academic strategies, and resources	receive training on academic strategies	receive training on academic strategies
that will assist in their scholar's academic	and resources that will assist in their	and resources that will assist in their
success.	scholar's academic success.	scholar's academic success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Reference 2.3.1	Reference 2.3.1	\$0
Source	Reference 2.3.1	Reference 2.3.1	Reference 2.3.1
Budget Reference	Reference 2.3.1	Reference 2.3.1	Reference 2.3.1

Action **2.3.3**.

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

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

All Student Groups	All Locations
All Student Groups	All Locations

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide a cohort based parent academy to provide parent education for scholars in Grades $TK - 9$.	Provide a cohort based parent academy to provide parent education for scholars in Grades $TK - 10$,	Provide a cohort based parent academy to provide parent education for scholars in Grades TK – 11.

Year	2017-18	2018-19	2019-20
Amount	Reference 2.3.1	Reference 2.3.1	Reference 2.3.1
Source	Reference 2.3.1	Reference 2.3.1	Reference 2.3.1
Budget Reference	Reference 2.3.1	Reference 2.3.1	Reference 2.3.1

Action 2.3.4.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2010-20 Actions/Services
	2010 10 / (clions/ oct viecs	
Implement the Board-adopted attendance policy.	Continue to implement the Board-adopted attendance policy.	Continue to implement the Board-adopted attendance policy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.4.1**.

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire a designated person responsible for all attendance related matters.	Continue to employ a designated person responsible for all attendance related matters.	Continue to employ a designated person responsible for all attendance related matters.

Year	2017-18	2018-19	2019-20
Amount	\$45,131.00	\$53,204	\$55,609
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action **2.4.2**.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Develop and implement a SARB process	Develop and implement a SARB process	Develop and implement a SARB process
that is consistent with the Board-adopted	that is consistent with the Board-adopted	that is consistent with the Board-adopted
attendance policy.	attendance policy.	attendance policy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs

Year	2017-18	2018-19	2019-20
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.5.1**.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All Student Groups		All Locations	
	C	R	
For Actions/Services included as contributing	to meeting the Increas	ed or Improved Service	es Requirement:
Students to be Served:	Scope of Services:		Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))		(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide		All
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Moo for 2018-19	dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified		Modified
2017-18 Actions/Services	2018-19 Actions/Serv	vices	2019-20 Actions/Services
Implement various student engagement programs including: - Competitive Sports programs	Continue to implement various student engagement programs including: - Competitive Sports programs		Continue to implement various student engagement programs including: - Competitive Sports programs
- Continue to employ an Athletic Director.	- Continue to employ an A	Athletic Director.	- Continue to employ an Athletic Director.

Year	2017-18	2018-19	2019-20
Amount	\$155,737	\$194,355	\$296,386
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action **2.5.2**.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expose 6 th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.	Continue to expose 6 th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.	Continue to expose 6 th grade students to an outdoor education opportunity through a 4-day trip to Sly Park.

Year	2017-18	2018-19	2019-20
Amount	Reference 1.10.1	\$24,000	\$29,000
Source	Reference 1.10.1	Lottery – Restricted	Lottery – Restricted
Budget Reference	Reference 1.10.1	Resource 1100	Resource 1100

Action **2.6.1**.

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

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

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to use the Board-adopted progressive discipline matrix.	Continue to use the Board-adopted progressive discipline matrix.	Continue to use the Board-adopted progressive discipline matrix.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.6.2**.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ staff to supervise	Continue to employ staff to supervise	Continue to employ staff to supervise
students and manage student behaviors.	students and manage student behaviors.	students and manage student behaviors.
(IE: Behavior Aides & Behavior	(IE: Behavior Aides & Behavior	(IE: Behavior Aides & Behavior
Technicians).	Technicians).	Technicians).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$317,452	\$400,121	\$382,460
Source	Title I and LCFF	Title I and LCFF	Title I and LCFF

Year	2017-18	2018-19	2019-20
Budget Reference	Resource 3010, 0000	Resource 3010, 0000	Resource 3010, 0000

Action 2.7.1.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)		Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans):	
All Student Groups		All Locations	
	C	R	
For Actions/Services included as contributing	to meeting the Increase	ed or Improved Service	es Requirement:
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, So Unduplicated Student Gro	choolwide, or Limited to bup(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide		All
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Moo for 2018-19	dified, or Unchanged	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged		Unchanged
2017-18 Actions/Services	2018-19 Actions/Serv	vices	2019-20 Actions/Services
Include a Commitment to Excellence Contract (Parent Compact) in the enrollment process for parent signature.	Continue to include a Excellence Contract (Commitment to Parent Compact) in	Continue to include a Commitment to Excellence Contract (Parent Compact) in

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	the enrollment process for parent signature.	the enrollment process for parent signature.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source	Nominal Costs	Nominal Costs	Nominal Costs
Budget Reference	Nominal Costs	Nominal Costs	Nominal Costs

Action **2.7.2**.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.	Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.	Continue to employ parent liaisons to work with parents, parent volunteers and create parent engagement activities.

Year	2017-18	2018-19	2019-20
Amount	\$161,928	\$177,373	\$191,695
Source	LCFF	LCFF	LCFF
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action **2.8.1**.

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

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

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide parents with an annual parent survey.	Continue to provide parents with an annual parent survey.	Continue to provide parents with an annual parent survey.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			
Budget Reference			

Action **2.8.2**.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.	Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.	Continue to include a question asking parents how they feel about the safety and security of their child's school on the annual parent survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			

Year	2017-18	2018-19	2019-20
Budget Reference			

Goal 3

Create safe, clean and welcoming learning environments.

State Priorities: 1

Local Priorities:

Identified Need:

- Required by state law.
- Fortune's charter petition states that 80% of parents will express confidence that the school are safe and secure.
- This goal allows for us to understand how our stakeholders feel about the safety and security of each campus.

Expected Annual Measureable Outcomes

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1.	100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.
3.2.	80% of parents surveyed will express confidence that the schools are safe and secure.	Annual parent survey given to 100% of parents.	Annual parent survey given to 100% of parents.	Annual parent survey given to 100% of parents.	Annual parent survey given to 100% of parents.
3.3.	Over 50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.	50% of teachers surveyed will say their school site is safe and secure.
3.4.	A majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.	Majority of students surveyed will say their school site is safe and secure.

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.5.	100% of school sites will earn a "good" rating on the State of California Facilities Inspection Tool.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.	Use of the CA Facility Inspection Tool and earn a "good" rating.

Action 3.1.1.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Custodial supervisor uses the CA facilities Inspection Tool.	Custodial supervisor continues to utilize the CA facilities Inspection Tool.	Custodial supervisor continues to utilize the CA facilities Inspection Tool.

Year	2017-18	2018-19	2019-20
Amount	\$64,407	\$66,051	\$75,422
Source	LCFF, included in CMO charge	LCFF, included in CMO charge	LCFF, included in CMO charge
Budget Reference	Resource 0000	Resource 0000	Resource 0000

Action **3.1.2**.

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Custodial staff will participate in monthly meetings.	Continue monthly custodial staff meetings scheduled.	Continue monthly custodial staff meetings scheduled.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			
Budget Reference			

Action 3.2.1.

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

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

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	Schoolwide	All
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.	Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.	Continue to include a question on the annual parent survey asking parents how they feel about the safety and security of their child's school.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			
Budget Reference			

Action 3.3.1.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Student Groups All Locations

OR

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

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

Actions/Services

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

Create and implement a teacher survey to measure their sense of campus safety.	Continue to implement a teacher survey to measure their sense of campus security.	Continue to implement a teacher survey to measure their sense of campus security.
--	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			

Year	2017-18	2018-19	2019-20
Budget Reference			

Planned Actions / Services

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

Action 3.4.1.

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

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Create and implement a student survey to measure school climate and their overall sense of campus safety.	Continue to implement a student survey to measure school climate and their overall sense of campus safety.	Continue to implement a student survey to measure school climate and their overall sense of campus safety.

Year	2017-18	2018-19	2019-20
Amount	Nominal Costs	Nominal Costs	Nominal Costs
Source			
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 3,216,308	28.91%

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

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

Fortune School's LCAP goals serve all students and all schools except for actions associated with Measureable Outcome 1.9 which focuses on English Learners. At this time English Learners are one of the highest performing sub-groups within our students. Budget costs for this area are factored into the certificated teacher salaries and salary schedule.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of educationoperated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition. For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: <u>lcff@cde.ca.gov</u>.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School DashBoard-adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

- Schools Identified: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the <u>LCAP Template Appendix</u>, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition may choose to distinguish between sites by entering "Specific Schools", and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state Board-adopted academic content and performance standards for all students, which are:
 - a. English Language Arts Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under EC sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) "Chronic absenteeism rate" shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) "High school dropout rate" shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) "High school graduation rate" shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

VIII.B.342.
(C) Divide (1) by (2).

- (d) "Suspension rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).
- (e) "Expulsion rate" shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 June 30).
 - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10)What information was considered/reviewed for subgroups identified in EC Section 52052?
- 11)What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12)How do these actions/services link to identified goals and expected measurable outcomes?
- 13)What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/Irngcntntyatndncpln-instructions.docx.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Fortune School of Education	Bonnie Bensen, Chief Financial Officer	bbensen@fortuneschool.us 916-924-8633

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

COVID-19 has hit our community hard. A slow turn-around time for testing coupled with a lack of a rigorous contact tracing system has allowed the virus to spread. The African American community we serve has been disproportionately harmed by COVID-19.

We have responded by following the rigorous guidance of health officials. During the spring and early summer, we created plans to provide a hybrid learning model for our scholars. In our plan, scholars would be seated at desks set 6 feet apart, and we built in time to sanitize. Families who choose the hybrid model would send their students to our school for approximately half of their instructional minutes. The remainder of those minutes would occur through distance learning. Alternatively, parents could choose the Distance Learning Only model for their students.

In July, we shifted to planning only our Distance Learning program. Governor Newsom ordered that schools in our county deliver all instruction through distance learning. Now all our scholars are receiving live daily instruction via distance learning.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

We have made multiple efforts to solicit stakeholder feedback during this tumultuous time.

Staff Survey about Distance Learning = In June, we asked staff to tell us their reflections on our spring distance learning experience. We received responses from 99 staff, which included all our principals, nearly all our classroom teachers, and 25 additional staff.

Scholar Survey about Distance Learning = In June, we asked middle and high school scholars to tell us their reflections on our spring distance learning experience. We received responses from 474 scholars, which reflected virtually all scholars in grades 6 through 12.

School Reopening Survey = In late June, we asked families to tell us their preferred learning options for each of their scholars. We received responses for 990 scholars, which is close to half of our current total enrollment.

Family Technology Survey = In July, we asked families to tell us about the technology needs for each of their scholars. We received responses for 895 scholars, which is over 40% of our current total enrollment.

VIII.B.346

Learning Continuity and Attendance Plan Parent Academy = In early September, over 100 parents participated in our online Parent Academy to provide feedback on our Learning Plan. We advertised in multiple ways, both centrally through our parent communication system ParentSquare and with principals at each site reaching out to families through their own channels (e.g. ClassDojo, Morning Meeting). We held the meeting on Zoom, with parents providing their feedback via chat. During and after the presentation, we asked attendees to provide recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity Plan. The resulting chat produced nine pages of comments!

[A description of the options provided for remote participation in public meetings and public hearings.]

Staff and families are able to participate in our public meetings and hearings via internet or telephone. Additionally, stakeholders are welcome to submit written comments in advance to be read aloud during the meetings.

[A summary of the feedback provided by specific stakeholder groups.]

The feedback is summarized within each individual effort we made.

Staff Survey about Distance Learning = For five specific aspects of our spring distance learning effort, staff rated both the rollout and "effectiveness for scholar learning." (Note: Moby Max and Reading Eggs are two online programs we utilized to give scholars practice learning specific educational standards.) The rating scales were (1) Not at All, (2) Slightly, (3) Somewhat, (4) Quite, and (5) Extremely.

	Videos	Assignments	Office Hours	Moby Max	Reading Eggs
Quite or Extremely Satisfied with the Rollout	81	70	62	74	73
Quite or Extremely Satisfied with the Effectiveness	61	50	56	75	65

- Between 62% and 81% of staff reported being quite or extremely satisfied with the rollout of all five components of distance learning. The lowest level of satisfaction was for Office Hours, and the highest level was for Videos.
- Between 50% and 75% of staff reported being quite or extremely satisfied with all five components' effectiveness for scholar learning. The lowest level of satisfactions was for Assignments, and the highest level was for MobyMax.

Scholar Survey about Distance Learning = Scholars reported how much they utilized specific aspects of distance learning, and then rated those aspects on a 5-point scale (1 = worst, 5 = best). The questions differed by grade span because the distance learning for middle schoolers was very different than the one high schoolers experienced. Middle schoolers watched teacher-created videos and worked in MobyMax, while high schoolers attended live sessions with teachers and often took at least one online course at a local community college. Both sets of scholars completed Google Classroom assignments and had the option of attending office hours with their teachers.

VIII.B.347

- <u>Assignments</u>: 83% of scholars said it was moderately to very easy to use Google Classroom to access and turn in assignments, and 70% said they usually or almost always turned in their assignments.
- Office Hours: Over a third of scholars attended office hours just once in a while, and nearly half never attended. Of those who attended office hours, 76% reported they were helpful.
- Videos: While over half of middle schoolers reported that videos presented information clearly, and a third found the videos interesting.
- <u>MobyMax</u>: Nearly half of middle schoolers used MobyMax every week. 47% reported that it was helpful, and another 28% reported that it was somewhat helpful (i.e. a rating of 3 out of 5).
- <u>Live Sessions</u>: 72% of high schoolers reported attending the teacher live sessions each week, and only 5% never attended. Two thirds of attendees reported that the live sessions were clear, and one third felt they were interesting.
- <u>Online community college classes</u>: Only 42% of those who took these courses, provided by Cosumnes River College, felt that the information was presented clearly.

School Reopening Survey = First, parents reported whether they wanted to send their scholar to school for part of the day (with our Hybrid Model) or have their scholar do the Distance Learning Only option. We had 23% of families choose the distance learning only option. For those who wanted the Hybrid Model, we asked a follow up question. Families of elementary and high school scholars were asked whether they wanted in-person instruction in mornings or afternoons, while families of middle school scholars were asked whether they wanted in-person instruction on Monday and Tuesday or on Wednesday and Thursday. We found that families overwhelmingly wanted the mornings and the Monday/Tuesday option – 84% of them. The responses to our questions did not vary significantly by school site or grade.

Family Technology Survey = In preparation for the 2020-21 school year, we administered a family technology survey to determine how many Chromebooks we needed to order such that each scholar would have their own. We were successful in providing each scholar with their own device. Here's what we found in the survey that we used for our planning:

- 44% of respondents had received a Chromebook, including 9% who needed theirs to be repaired or replaced
- 56% of respondents had not received a Chromebook
- 8% of scholars lacked reliable internet at home, and would therefore need a Wi-Fi hotspot.

Learning Continuity and Attendance Plan Parent Academy = People expressed gratitude for the information shared during the presentation. Several people mentioned that the wanted recorded lessons to be posted as soon as possible. Others were concerned that their scholars needed more training in handwriting. A number of attendees mentioned technology difficulties when trying to attend virtual classes. A few mentioned that they had not received help quickly after contacting our tech support team. Several wished that there could be an easier process to access MobyMax. A few stated that their scholars received too much schoolwork. Even attendees who had critical comments also expressed thanks for all the work that teachers and staff are doing during this most unusual school year.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

We decided to continue utilizing MobyMax after positive response from staff and scholars on the Distance Learning Surveys.

Through surveys and our spring experience, we learned that some scholars have a difficult time regularly engaging in distance learning. We knew that support staff could help by contacting particular families and helping them access our curriculum and resources.

We decided to hold synchronous components of distance learning in the mornings, seeing how parents would prefer such arrangement in the hybrid learning model.

From the Family Technology Survey, we learned about different families' internet/ technology needs and acted on this information by providing new Chromebooks and hotspots to those who lack such distance learning tools.

We are continually looking for ways to incorporate feedback, especially those from the recent Parent Academy meeting, into our current systems.

Continuity of Learning

VIII.B.349

<u></u>34

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, we are unable to offer any classroom-based instruction because of Governor Newsom's order regarding school responses to COVID-19. We have developed plans to provide a hybrid model of instruction, when that becomes possible. In this hybrid model, students will have classroom-based instruction for approximately half of their instructional minutes. Such a model will be necessary to maintain 6 feet of distance around all desks and devote time to sanitizing all classrooms regularly. Several additional pieces are necessary to make this work. Most importantly, instructional aides need to provide enhanced levels of assistance in order to ensure that scholars can attend school in this format. We obtained personal protective equipment (PPE) and thermometers to follow the guidance of local health officials. We also have counselors ready to assist students and staff who need additional support during this global crisis.

We are making strenuous efforts to minimize and reduce the learning loss that resulted from school closures in the spring. We have developed a plan to implement our rigorous academic program with a goal of being "Pandemic Proof." To accomplish this, we have adapted all of our programs to be taught in a distance learning model that includes both synchronous classes through Google Classroom and Google Meet, and asynchronous classes that lean heavily on Reading Eggs, an online learning program, in grades K-1, and MobyMax, an online learning program, in grades K-8 to enhance scholar learning. Our goal is to stay true to our Five Pillars: High Expectations, Choice & Commitment, More Time, Focus on Results, and Citizenship. To do this, all scholars in grades K-2 experience synchronous classes in ELA, Humanities, Science and Math. Students in grades 2-4 experience synchronous classes in ELA and Math, and students in grades 5-8 experience synchronous classes in ELA, Math and Science. Our scholars experience asynchronous classes that include additional work in ELA and Math through Reading Eggs (K-1) and MobyMax (K-1), as well as asynchronous classes for Science (2-4), Humanities (2-8), and Electives including: Music, Art, Leadership, and SAYS (Sacramento Area Youth Speaks).

MobyMax has been a foundational part of our program that was used in the spring, and as a program scholars were encouraged to use over the summer. As scholars progress through the online lessons, MobyMax tracks their academic grade level and estimates which standards they have mastered. This data allows us to identify which scholars are performing furthest behind grade level, much like a screening test or formative assessment. We can use MobyMax along with other material to target particular standards that scholars have not yet mastered.

Additionally, we will continue to administer NWEA interim assessments three times a year, at the end of each trimester. These computeradaptive assessments resemble – and help us predict scholars' scores on – the state summative tests. These interim assessments will help us to identify which scholars need the most assistance to meet state standards in their grade by the end of the school year.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Masks	\$30,000.00	Y
Front Office Partitions	\$20,000.00	Y
Directional/ Social Distancing Signage	\$16,000.00	Y
Hand sanitizing stations	\$12,000.00	Y
Sanitizing Playgrounds	\$3,940.00	Y
Cleaning Supplies	\$116,600.00	Y
Thermometers (purchased in prior fiscal year)	\$0.00	Y

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

We have endeavored to make our instructional plans "pandemic proof." We are prepared to offer all our instruction via distance learning for the entire school year, if necessary. Additionally, we will maintain our systems regardless of whether we are teaching in person or via distance learning. For example, Google Classroom is the permanent hub for assignments for 2020-21 school year. All distance learning assignments are connected to it, and scores for those assignments are imported into Aeries, our student information system. Even if we are able to return to some in-person instruction, we will continue to utilize Google Classroom in this way. This will allow scholars to experience the same assignment interface whether they are at home or at school. Similarly, we will continue to utilize software such as Nearpod and MobyMax all school year.

Our curriculum is based on grade level spans and subjects. Each grade level span has a distinct core curriculum that has a proven track record of success when implemented with fidelity. Our grade level spans and subjects are as follows:

- K-1 ELA/Humanities/Science: EL Education is our core curriculum for ELA, Humanities and Science in Grades K-1. EL Education is designed to provide scholars with rigorous content and small group instruction. Our scholars have daily "Module" lessons, which focus on reading comprehension, daily "Skills" blocks, which focus on reading foundational skills, and daily "lab" lessons, which integrate social studies and science lessons into reading instruction. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax and Reading Eggs.
- 2-4 ELA/Humanities: A hybrid of modified curriculum from HMH Journeys and iReady Reading and Writing is our core ELA curriculum for grades 2-4. This curriculum is designed to focus on Close Reading and Habits of Discussion, foundational skills instruction, and writing to ensure scholars are well prepared for the curriculum they will experience in grades 5-8. Through partnership with Achievement Partners and Achievement First, we have identified the best content in the Journeys Curriculum and iReady, and developed units and lessons that focus on close reading for comprehension, foundational reading skills, and writing. We have modeled instructional delivery after our 5-8 ELA program to ensure continuity through our program. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- 5-8 ELA/Humanities: Achievement First's Navigator (AF Navigator) ELA Curriculum is our core curriculum for ELA/Humanities for grades 5-8. AF Navigator's ELA curriculum is designed to provide scholars with rigorous content that is highlighted by a commitment to scholars doing the heavy lifting, utilizing discourse, and seeing teachers as a facilitator to this process. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- K-8 Math: Achievement First's Navigator (AF Navigator) Math Curriculum is our core curriculum for Math is Grades K-8. AF Navigator is designed to provide scholars with rigorous instruction that is highlighted by a commitment to scholars doing the heavy lifting, utilizing discourse, and seeing teachers as a facilitator to this process. We have adapted in person learning to daily synchronous lessons using Google Meet and Google Classroom, and provide additional learning opportunities through Asynchronous learning using MobyMax.
- 2-4 Science: A combination of MobyMax Science and Unit Based Asynchronous Assignments using materials from Foss Kits are our core distance learning curriculum for Science in grades 2-4. MobyMax Science provides asynchronous content that is tailored to the scholars level, which our unit based Asynchronous Assignments provide scholars with hands-on experiences to continue learning science concepts.
- 5th Grade Science: Amplify Science Anywhere is our core curriculum for 5th Grade Science. Amplify Science is designed to provide scholars with a literacy-rich approach, hands on investigations (where possible in distance learning), and engaging digital experiences to empower scholars to think, read, write, and argue like 21st-century scientists and engineers.
- 6th 8th Grade Science: Lab-Aids Science is our core curriculum for 6th 8th Grade Science. Lab-Aids Science is designed to provide scholars with a literacy-rich approach, hands on investigations (where possible in distance learning), and engaging digital experiences to empower scholars to think, read, write, and argue like 21st-century scientists and engineers. We also work with our partner Apple to execute the "Everyone Can Code Curriculum," giving scholars an opportunity to learn coding using SWIFT language.
- 9 12: Our high school courses were designed in partnership with Cal Poly San Luis Obispo and Cosumnes River College to provide scholars with content that is focused on learning by doing. Our scholars have two tracks they may engage in. One that leads to

completion of an Associate's degree in concert with coursework at Cosumnes River College, and one that leads to a high school diploma that completes all a-g requirements.

Very little would change if scholars become able to attend school in person midyear. In distance learning, scholars have a significant amount of time engaged in synchronous learning with their teachers. A shift to in-person instruction would allow at least some of that synchronous learning to be face-to-face. Teachers would still utilize video to connect to scholars who were not in-person. And we would still use all the same pacing guides, software, and systems to manage assignments.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

For 2020-21, we have provided a Chromebook for every scholar. When school closed suddenly in spring of 2019-20, we reached out to all our families and held a Chromebook drive-through day. This ensured that each family had at least one Chromebook. Our IT department continues to provide Chromebooks for newly enrolling scholars, and it fields questions and addresses our families' technology issues.

In order to assess the needs of our families heading into the new school year, we conducted a Family Technology Survey in July. This provided information about which Chromebooks needed repair, which families needed more Chromebooks, and which families needed reliable home internet.

We have 75 hot spots that were configured and deployed by early September. We will likely do a second round because we have families who did not respond to our survey initially or who are new to us that need internet.

There is a small number of families who do not need a device because they prefer to use their own equipment, but our goal is to get very close to the 1:1 ratio by mid-September. We've distributed 1,836 Chromebooks to our families as of Sept 15th, 2020.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Each of our master teachers – certified teachers with prior teaching experience who assist our classroom teachers – is responsible for a particular grade span and academic subject. Master teachers develop our pacing guide and a common set of assignments that all scholars have in their Google Classrooms. They determine how many instructional minutes each asynchronous assignment is worth based on their expertise and experience in the classroom.

All K-8 scholars need a combination of synchronous and asynchronous learning in order to have the minimum number of required instructional minutes for each day. Scholars in grades 9-12 are able to meet the minimum number of minutes entirely through synchronous learning.

VIII.B.352

We track student participation through a process that allows for multiple touch-points. Teachers take attendance in Aeries, our student information system, by marking students present if they are in their synchronous learning session. The Data Team uses Schoolytics to track the number of assignments students submit each day in Google Classroom. Finally, teachers and support staff track "additional contacts" we make with scholars and their families. Attendance managers add information about Google Classroom assignments and additional contacts into Aeries. This system provides a complete picture of scholar engagement.

We track student progress in a variety of ways. Above, we mentioned how MobyMax formative assessments and NWEA interim assessments allow us to measure scholar achievement. Additionally, the scores in Google Classroom assignments show teachers how scholars are performing on their day-to-day work.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Every Friday, we dedicate significant time to professional development. Some professional development is specific to the mechanics of distance learning. Our IT department answers questions specific to hardware, access, and connectivity. Our Data Team and software experts provide trainings, resources, and office hours to help teachers navigate the new processes involved in distance learning. Software experts include master teachers and even a principal who has long specialized in education technology.

We follow an "Arc of the Year" that focuses our attention on particular professional learning goals at different point of the year. We begin with a focus on culture, pivot to academic rigor, and conclude the year with a crescendo where we review and synthesize our learning. During most of the school year, master teachers conduct classroom observations (virtually during distance learning) twice a week and principals observe classrooms once a week. They record their feedback – including actionable requests – using software called Whetstone. This process ensures that all our teachers are engaged in cycles of professional learning and improvement throughout the

Much professional development concerns the improvement of learning and instruction. Instead of holding synchronous learning sessions on Fridays, our K-8 teachers attend professional development that is tailored to their grade span and subject expertise. We pay for several of our staff-members to attend a two-year professional development program run by Achievement First. Achievement First operates a high-performing network of charter schools in New England, and their program uses a "train the trainer" model. Our staff-members who experience their program are responsible for sharing their knowledge with the rest of our staff during our professional development sessions.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Given the impacts of Covid-19, teachers have to reach out to families even more. This is especially important at the beginning of the school year to help families navigate the new requirements that accompany distance learning.

The IT Department, Data Team, and Curriculum and Instruction Team all have additional responsibilities. There is more hardware and software to manage.

Additionally, some staff shifted roles. For example, Behavior Techs have been assigned to provide classroom support to teachers and outreach to families in addition to addressing behavior concerns. After School Program staff have been placed in Behavior Tech. Instructional Aide and Recruitment roles, given the pause in operation of the After School Program during Distance Learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Fortune School of Education will continue to offer Special Education Services during distance learning in compliance with federal, state, and local legislation related to COVID-19. Those services include, but are not limited to, Specialized Academic Instruction, Speech and Language, Occupational Therapy, Counseling, and Psychological Services utilizing various platforms designed for distance learning. In addition, we have concentrated on expanding counseling and psychology to be more responsive to intensive service needs. We offer parent friendly options to attend Individual Education Plan (IEP) meetings utilizing Google meet, Zoom or phone, and we support parents that have technology challenges. We also offer parent training focused on distance learning challenges that parents may experience through our counseling department. In order to meet the increased demands due to distance learning, we have continued to establish a memorandum of understanding (MOU) with surrounding universities to access interns that meet our requirements.

Description	Total Funds	Contributing
Purchase of Chrome Books for 1:1 ratios	\$211,016.00	Y
Purchase of WiFi Hot Spots	\$9,720.00	Y
Monthly Internet Service for Hot Spots	\$27,600.00	Y
Software - MobyMax	\$27,097.00	Y
Software – Reading Eggs	\$7,786.00	Y
Software - iReady	\$8,800.00	Y
Software - Nearpod	\$8,282.00	Y
Software - Kami	\$4,203.00	Y
Software - Whetstone	\$9,620.00	Y

Description	Total Funds	Contributing
Software - WeVideo	\$299.00	Y
Software - Theraplatform	\$2,642.00	Y
Software – Parent Square	\$9,060.00	Y
Software – Aeries	\$13,778.00	Y
Software - Illuminate	\$10,277.00	Y
Teacher Support	\$738,790.00	Y
Ed Specialists	\$457,050.00	Y
SPED Aide – Salary and Benefits	\$569,883.00	Y
Special Education Counselors	\$113,573.00	Y
Director, OT, Psych and Speech	\$642,334.00	Y
High School College/ Activities Counselor	\$86,481.00	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

We primarily use NWEA interim assessments to measure academic achievement and growth during the school year. These are nationallynormed computer adaptive tests for ELA and Math that students take three times a year: fall, winter, and spring. These assessments are highly correlated with CAASPP, the state summative test. Scholars who score at or above the 60th percentile (i.e. higher than at least 60 percent of students across the country) tend to score level 3 or 4 on CAASPP (i.e. Met or Exceeded state standards).

We use the state ELPAC to measure English language development for our English Learners. In addition to administering the initial ELPAC, we also are administering the optional summative ELPAC this fall. This is the test that we were unable to give in the spring because of school closure. The results from the summative ELPAC assessment will help us to see the extent to which our English Learners are making progress in English proficiency.

347

ω

Pupil Learning Loss Strategies

VIII.B.356

348

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Our entire academic model is designed to help scholars catch up academically. For example, we provide more time with a longer school day and we use curricula that are at the beginning of the year are accessible to scholars who are below grade level. Additionally, we will utilize a variety of targeted strategies to accelerate our scholars' learning.

- MobyMax and teacher-created supplemental content provide additional practice for specific standards. When we see that scholars are
 far behind in a subject, we can assign targeted work (either created by teachers or MobyMax) to help scholars fill their learning gaps. The
 ELPAC assessments will tell us the areas where English Learner needs the most improvement: Reading, Writing, Listening, or Speaking.
 We can then assign additional practice for a specific area. MobyMax formative assessments can provide similarly targeted information
 for all our scholars who are low-income, foster youth, or experiencing homelessness or other exceptional needs.
- Intersession provides additional learning time. Intersession consists of non-attendance days after each trimester where scholars can
 receive extra instructional support. We invite particular sets of scholars to intersession based on their academic achievement. The goal
 is to provide additional time that helps scholars catch up to their peers.
- Support staff can provide scholars with extra assistance. Behavior techs and after-school staff are unable to perform their normal functions during distance learning. With some training, many of these staff can shift to provide extra academic support to particular scholars.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Whenever possible, we measure effectiveness using regression discontinuity analyses. All three of the strategies mentioned above utilize cutoffs (along with other factors) to help determine who can receive the support. Such cutoffs make it possible to use "fuzzy regression discontinuity" to estimate the causal impact of each strategy and to determine the impact we had on scholar learning.

The most common and rigorous way to measure causal impact is to conduct an experiment. A randomly selected treatment group receives our intervention while a control group does not. We then compare the outcomes of the treatment and control group to see the impact of the intervention. Why can we be confident that the intervention caused the difference? Because the treatment group was randomly selected. As long as the treatment and control groups are large enough and meet a few other conditions, we can be confident that the different outcomes were in fact caused by our intervention.

Regression discontinuity focuses on scholars very close to a cutoff used to assign an intervention. Often, it is essentially random whether a scholar is just below or just above a cutoff. For example, we might invite all scholars below the 45th percentile on an NWEA assessment to attend intersession. Every test score has a margin of error; a scholar who scored the 42nd percentile could have just as easily scored the 47th percentile had they guessed differently on one or two questions. Thus, it is essentially random whether scholars score just below or just

above the cutoff of the 45th percentile. The cutoff creates a treatment group and control group. By comparing those groups on just above and below a cutoff, we are able to estimate the causal impact of an intervention.

The main issue with this approach is that we do not have very many scholars near each cutoff. This causes some uncertainty: a difference between the few scholars just above and below a cutoff may be caused by random chance instead of our intervention. To mitigate this concern, we can collect qualitative information about the impact of the intervention on a few scholars. We can talk with teachers and scholars to learn if the intervention – or the lack of one – really seemed to make a difference. If the qualitative findings match our quantitative regression discontinuity analyses, then we can be much more confident in the validity of our results.

We will use subsequent NWEA test scores as outcome measures. If students in the treatment group were to have an average score that is statistically significantly higher than that of the control group, our confidence in the effectiveness of the services or support being rendered increases.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
NWEA interim assessments	\$22,650.00	Y
Data and Analytical Support	\$280,360.00	Y
Behavior Techs – Salary & Benefits	\$464,850.00	Y
Reading Aide – Salary & Benefits	\$223,305.00	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

We want to ensure that our community can experience joy and wellness during this global crisis. We will provide professional development for staff concerning ways to reflect on and improve personal wellness. Our annual middle school survey will gauge the social and emotional well-being of our students in grades 6-8. We also have counselors available to both scholars and staff.

Teachers notify counselors and/or other staff if they see that a scholar needs additional support. We have multiple communication platforms (ParentSquare, Class Dojo, Aeries, etc.) that allow teachers and staff to speak directly with families on a regular basis. This way, we are able to learn if families are struggling and need additional help during this time.

All scholars in grades TK-5 participate in a curriculum called Second Step. The goal of Second Step is to build a supportive community through social-emotional learning. The program content is divided into four units: skills for learning, empathy, emotion management, and problem solving.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

We make a range of efforts to engage families. Teachers and support staff check in with families, especially when scholars do not attend synchronous learning sessions or submit Google Classroom assignments for a day. We send daily notifications when scholars are absent. We call families as part of the attendance verification process. We reach out to families via phone, computer, text, and several communication programs.

Our tiered reengagement process occurs when scholars reach particular numbers of unexcused absences.

- Tier 1: When a scholar has 3 unexcused absences, we mail a certified letter home
- Tier 2: When a scholar has 7 unexcused absences, we mail a certified letter home and require parents to join an attendance meeting
- Tier 3: When a scholar has 12 unexcused absences, we mail a certified letter home and require parents to join a SART (School Attendance Review Team) meeting to offer intervention strategies and supports to families

If a scholar reaches 18 unexcused absences, then we reserve the right to refer the family to our SARB (School Attendance Review Board).

School Nutrition

² [A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or ²⁰ reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

For meal service during traditional school year, scholars come through the cafeteria or are served meals in the classroom depending on the school site. Breakfast and lunch is Offer Versus Serve, whereas suppers are Grab and Go. Students can choose from 5 components for their meals, which include fruits, vegetables, grains, meat/ meat alternate, and fluid milk. For breakfast, students must have 3 of the 5 components. For example, students could take a grain, milk, and fruit, or a grain and two fruits, and this would be a complete reimbursable meal. For lunch, students must have 4 of the 5 components, within which a fruit or vegetable must be included. For example, students could take fruit, milk, protein, and grain, and this would be a complete reimbursable meal. Suppers consist of all 5 components. The meals are tracked by roster or the POS.

Meal requirements are still the same during distance learning. However, we are doing curbside service instead. Meals can be picked up by parents on Mondays and Thursdays. On Monday, parents pick up pre-packed meals for 2 days (Tuesday and Wednesday), and on Thursday, parents pick up meals for 3 days (Thursday, Friday, and Monday).

In the month of September, Fortune School of Education has 985 students eligible for free meals, 175 students eligible for reduced-price meals, and 1,444 students with access to paid meals. See table below for nutrition details.

Meal Pattern	Grades K–12	Grades K–5	Grades K–8	Grades 6–8	Grades 6–12	Grades 9–12
Fruits (cups) _{b,c}	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
egetables (cups)b, c	0	0	0	0	0	0
Grain Minimums (oz eq)₀	9-10 (1)*	7-10 (1)*	8-10 (1)*	8-10 (1)*	9-10 (1)*	9-10 (1)*
/leat/Meat Alternate Minimums (oz eq)e	0	0	0	0	0	0
Fluid Milk (cups)f	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)

and actions may be added as necessary]

Section	Description	Total Funds	Contributing
N/A	N/A	[\$ 0.00]	[Y/N]

Increased or Improved Services for Foster Youth, English Learners, and Low-**Income Students**

	Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low- Income students
ы	28.55%	\$3,886,394.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Due to our high percentages of students in the unduplicated count, our entire program is designed to support low income, foster and English language learner students. We use processes described above (in the section titled "Effectiveness of Implemented Pupil Learning Loss Strategies") to determine how effective our actions are in meeting the needs of our students. The cumulative impact of our efforts can also be seen in our improvement over time, such as double-digit academic growth in ELA and Math over the past several years.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Due to our high percentages of students in the unduplicated count, our entire program is designed to support low income, foster and English language learner students.

APPENDIX 6

1842233



CORPORATION DIVISION

THE SECRETARY OF STATE

State

OF

I, MARCH FONG EU, Secretary of State of the State of California, hereby certify:

That the annexed transcript has been compared with the corporate record on file in this office, of which it purports to be a copy, and that same is full, true and correct.

> IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this

> > APR 0 5 1993

March Force Eu

Secretary of State

1842233

ARTICLES OF INCORPORATION FOR PROJECT PIPELINE

ENDORSED FILED of the State of Celifornia APR 0 5 1993

MARCH FOLG EU, Secretary of State

One: The name of the corporation is PROJECT PIPELINE,

Two: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law (commencing at Section 5110 of the California Corporation Code) for public and charitable purposes. Such purposes include primarily, but are not necessarily limited to, the promotion of education in California and other areas within the United States through the collaborative efforts of the Center Unified School District and others to increase the number of underrepresented minority teachers of mathematics and science in public schools, colleges and universities, and to assist students, teachers and professors to obtain enhanced education.

Three: This corporation is organized solely for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Code. Notwithstanding cny provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation, and the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Internal Revenue United States Internal Revenue Code of 1986 or the corresponding Revenue Code of 1986 or the corresponding Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Internal Revenue Code of 1986 or the corresponding Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Code of 1986 or the corresponding Revenue Code of 1986 or the corresponding Provision of any future United States Internal Revenue Code of 1986 or the corresponding Provision of any future United States Internal Revenue Code of 1986 or the corresponding Provision of any future United States Internal Revenue Internal Revenue United States Internal Revenue Code of 1986 or the corresponding Provision Of any future United States Internal Revenue Internal Revenue

This corporation is organized under the direction of a group of public-spirited citizens for the purpose of promoting education in the State of California and in the United States as a civic venture for and on behalf of the children and citizens of the State of California and the citizens of the United States. This corporation shall never engage in any business or activity other than that necessary or convenient for or incidental to the carrying out of the purpose set forth above.

Four:, The name and address of the corporation's initial agent for service of process is:

Dr. Rex Fortune Superintendent Center Unified School District 8408 Watt Avenue Elverta, California 95626

SCHAPIRO\CENTER\ARTICLES.INC

Five: No substantial part of the activities of this corporation shall consist of lobbying or carrying on propaganda, or otherwise attempting to influence legislation, except as provided in Section 501(h) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue law, and this corporation shall not participate in or intervene in any political campaign (including publishing or distributing statements) on behalf of any candidate for public office except as provided in Section 501(h) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Law.

All corporate property is irrevocably dedicated only to the purposes set forth in Articles Two and Three, above. No part of the net earnings or assets of this corporation shall ever inure to the benefit of its directors, trustees, officers, private shareholders or members, or to individuals.

On the winding up and dissolution of this corporation, after paying or adequately providing for the debts, obligations, and liabilities of the corporation, the remaining assets of this corporation shall be distributed to such organization (or organizations) organized and operated exclusively for educational and charitable purposes which have established their tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Code) and which has established its tax exempt status under Section 23701(d) of the California Revenue and Taxation Code (or the corresponding section of any future California revenue and taxation law).

The corporation will distribute its income for each tax year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986 or corresponding provisions of any later federal tax law.

The corporation will not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not make any investments in such a manner as to subject it to tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

The corporation will not make any tax expenditures as defined in Section 4945(d) of the Internal Revenue Code of 1986, or corresponding provisions of any later federal tax laws.

Six: The number of directors of this corporation shall be fixed by the bylaws. The persons who are directors of this corporation from time to time, shall be selected as provided by the bylaws. There shall be no members of this corporation.

Dated: 3-31-93

of Frature

Rex Fortune Incorporator

I hereby declare that I am the person who executed the foregoing Articles of Incorporation and that this instrument is my act and deed.

Dated: 3-31-93

Se tute

Rex Fortune Incorporator

ς.

VIII.B.364.

MINUTES OF ACTION OF INCORPORATOR TAKEN

WITHOUT A MEETING BY WRITTEN CONSENT

The following action is taken by the incorporator of PROJECT PIPELINE, a California nonprofit public benefit corporation, by written consent, without a meeting, on ______, 1993 under Section 5211(b) of the California Corporations Code.

The following resolution approving a form of bylaws for the government of this corporation is adopted:

RESOLVED, that the bylaws presented to the incorporator be adopted as the bylaws of the corporation, and that a copy of those bylaws shall be inserted in the minute book of this corporation.

The following resolution electing the directors of the corporation is adopted:

RESOLVED, that Gall Kleve, Anita Westenbarger, Raymond Bender, Lynn Hall and Jo Teel be elected as directors of this corporation for the ensuing fiscal year and until their successors have been elected and qualified.

The undersigned, the incorporator of this corporation, consents to the foregoing action. \vec{x}

DATED: 3-3/- , 1993

Rex Fortune, Incorporator

SCHAPIAO\PIPEO223,MIN

		. <u>1</u>	i	
State Ma	L. Californ reli Fong Eu retary of State	• ICI • c do: 344030 Sazomento 14 • cre, 316 445-00 T. CORDODA		
TATEMENT BT DOME	SIL NUMERUEI			
	MENT MUST BE FILED WITH	I		
THE SS FILING FEE M	UST ACCOMPANY THIS	STATEMENT.		
1.		antan (1997) ya kata kana kana kata kata mata kata kata kata kata kat		
DUE DATE: JULY 5, 19	993	18422	33	
PROJECT PIPELINE				
			DO NOT WRITE IN	
DO NOT ALTER PREPRINTED NAME.	IF ITEM I IS BLANK. PLEASE	ENTER COAPORATE		THIS SPACE
	PEASE HEADS INSTRUC	CITONS ON BAC	IC OF FURIAL	
PLEASE TYPE OF	USE HEACK INK WHI	che mourle eie s	ULTABLE FOR MICHOFILMIN	IGE
		and the second		
THE CALIFORNIA	CORPORATION NAMED	HEREIN, MAKES	THE FOLLOWING STATEMEN	T : 29.
THE CALIFORNIA	CORPORATION NAMED	HEREIN, MAKES	THE FOLLOWING STATEMEN	T 29. 95826
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UF NONE COMPLETE 3-361 9310 Tech Center Drive ICO NOT USE 90. BOX NO.1 3. MAILING ACDRESS	CORPORATION NAMED	HEREIN, MAKES 24. Sacramento, 34.	THE FOLLOWING STATEMEN California CITY AND STATE	7 95826 ::= 2028
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE IF NONE COMPLETE 3-361 9310 Tech Center Drive IDO NOT USE PO. BOX NO.1 3. MAILING ACDRESS	CORPORATION NAMED	HEREIN, MAKES 24. Sacramento, 34.	THE FOLLOWING STATEMEN California	T 95826 29. 2028 .35.
THE CALIFORNIA STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETE 3-351 9310 Tech Center Drive IDO NOT USE 90. BOX NO.1 3. MAILING ACDRESS 9320 Tech Center Drive	CORPORATION NAMED	HEREIN, MAKES 24. Sacramento, 34. Sacramento,	THE FOLLOWING STATEMEN California California	T 95826 ::> 2025 .38. 95826 .29 coos
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETY 3-301 9310 Tech Center Drive ICO NOT USE * 0. BOX NO.1 3. MAILING ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW	CORPORATION NAMED	HEREIN, MAKES 24. Sacramento, 34. Sacramento,	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE	T 95826 295826 295826 20002
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETE 3-381 9310 Tech Center Drive IDO NOT USE 90. BOX NO.1 3. MAILING ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW	CORPORATION NAMED	HEREIN, MAKES 24. Sacramento, 34. Sacramento,	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE	7 95826 22 coor 95826 22 coor
THE CALIFORNIA STREET ADDRESS OF PRINCIPAL OFFICE IF NONE COMPLETS 3-361 9310 Tech Center Drive IDO NOT USE PO. BOX NO.1 MAILING ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW Gail Cleve (President)	CORPORATION NAMED SUITE OF ROOM Ste. 115 SUITE OF ROOM NG OFFICERS ARE:	HEREIN, MAKES 24. Sacramento, 34. Sacramento,	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE	T 95826 2000 95826 2000 2000 4c. 95660
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE IF NONE COMPLETS 3-351 9310 Tech Center Drive IEO NOT USE PO BOX NGJ 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICES 5. Dot Fortuge	CORPORATION NAMED SUITE OF ROOM 2 Ste. 115 SUITE OF ROOM 2 SUITE OF ROOM 2 SUI	HEREIN, MAKES 24. Sacramento, 34. Sacramento,	THE FOLLOWING STATEMEN California	T 95826 22 coose 95826 22 coose 4c. 95660 22 coose 5c. 95626
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETE 3-300 9310 Tech Center Drive IDO NOT USE 90. BOX NO. 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICER 5. Rex Fortune	CORPORATION NAMED SUITE OF ROOM 2 Ste. 115 SUITE OF ROOM 2 SUITE OF ROOM 2 SUI	HEREIN, MAKES 24. Sacramento, 34. Sacramento, 9 555 100 Not USE 20. 30 Nool District	THE FOLLOWING STATEMEN California California California California California California City and STATE	T 22. 95826 22 code 4c. 95660 22 code 5c. 95626 25 code
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETE 3-30 9310 Tech Center Drive IDO NOT USE * 0. BOX NO. 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICER 5. Rex Fortune SECRETARY 6. Day Fortune	CORPORATION NAMED SUITE OF ACOM Ste. 115 Ste. 115 SUITE OF ACOM SUITE OF	HEREIN, MAKES 24. Sacramento, 34. Sacramento, 4 555 100 Not USE > 0. 30 hool District ESS 100 Not USE > 0. 30 hool District	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE 148. North Highlands, CA CITY AND STATE 154. Elverta, CA State Filwarta CA	7 25. 95826 27 CODE 33. 95826 27 CODE 4c. 95660 27 CODE 5c. 95626 27 CODE 5c. 95626 27 CODE 5c. 95626
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETS 3-351 9310 Tech Center Drive IDO NOT USE PO. BOX NO.1 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICES 5. Rex Fortune SECRETARY 5. Rex Fortune	CORPORATION NAMED SUITE OF RCOM Ste. 115 SUITE OF RCOM SUITE OF RCOM SA. Center Unified Sch 8408 Watt Avenue SUITESS OF RESIDENCE ADDR SA. Center Unified Sch 8408 Watt Avenue	HEREIN, MAKES 24. Sacramento, 34. Sacramento, 4 555 100 Not Use > 0. 30 hool District ESS 100 Not Use > 0. 80 hool District	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE 148. North Highlands, CA CITY AND STATE 56. Elverta, CA Elverta, CA CITY AND STATE	T 22. 95826 2002 33. 95826 2002 4c. 95660 2002 5c. 95626 2002 5c. 7c. 7c. 7c. 7c. 7c. 7c. 7c. 7
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETS 3-351 9310 Tech Center Drive ICO NOT USE PO BOX NGJ 3. MANUNG ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICER 5. Rex Fortune SECRETARY 6. Rex Fortune CHIEF FINANCIAL OFFICER DESIGNATED AGENT FOR SE	CORPORATION NAMED SUITE OF ROOM 2 SUITE OF ROOM 2 SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI	HEREIN, MAKES 24. Sacramento, 34. Sacramento, 4 555 100 Not USE >0. 30 hool District ESS 100 Not USE >0. 30 hool District ESS 100 Not USE >0. 30 hool District	THE FOLLOWING STATEMEN California CTTY AND STATE California CTTY AND STATE i 49. i 4	T 22. 95826 22 000E 95826 22 000E 4c. 95660 20 000E 5c. 95626 20 000E 6c. 95626 20 000E
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETS 3-355 9310 Tech Center Drive IDO NOT USE 90. BOX NO. 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF EXECUTIVE OFFICER 5. Rex Fortune SECRETARY 6. Rex Fortune CHIEF FINANCIAL OFFICER DESIGNATED AGENT FOR SEI 7. NAME	CORPORATION NAMED SUITE OF ACOM SUITE OF ACOM SUITE OF ACOM SUITE OF ACOM SUITE OF ACOM SUITE OF ACOM SUITE OF PROCESS	HEREIN, MAKES 24. Sacramento, 34. Sacramento, Sacramento, 1001 District ESS 100 NOT USE 20. BO hool District ESS 100 NOT USE 20. BO hool District ESS 100 NOT USE 20. BO COME ADDAT 15 RECLARED	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE California CITY AND STATE 148. North Highlands, CA CITY AND STATE SE. Elverta, CA CITY AND STATE SE. Elverta, CA CITY AND STATE ST CALPONNA STATUTORY PROVISION. S CH PREVENE SCH OF ROMAL	T 22. 95826 23. 95826 23. 95826 23. 95660 24C. 95660 21. CODE 5C. 95626 21. CODE 5C. 95626 21. CODE 5C. 95626 21. CODE
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE UP NONE COMPLETS 3-361 9310 Tech Center Drive (DO NOT USE PO. BOX NO.) 3. MAILING ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF ENECUTIVE OFFICER 5. Rex Fortune SECRETARY 6. Rex Fortune CHIEF FINANCIAL OFFICER DESIGNATED AGENT FOR SEC 7. NAME Rex Fortune	CORPORATION NAMED SUITE OR RCOM 2 Ste. 115 SUITE OR RCOM 2 Ste. 115 SUITE OR RCOM 2 SUITE OR RCOM 2 SUITE OR RCOM 2 Ste. 115 Ste. 115 St	HEREIN, MAKES 24. Sacramento, 34. Sacramento, Sacramento, Sacramento, Mool District ESS 100 NOT USE >0. BC hool District ESS 100 NOT USE >0. BC COME ADDAT IS RECLUDE A	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE (48. North Highlands, CA CITY AND STATE (56. Elverta, CA CITY AND STATE 68. Elverta, CA CITY AND STATE (68. Elverta, CA CITY AND STATE (68. CITY (68. CITY (68	7 22. 95826 22 code 33. 95826 22 code 4c. 95660 20 code 5c. 95626 20 code 5c. 95626 20 code 5c. 95626 20 code 5c.
THE CALIFORNIA 2. STREET ADORESS OF PRINCIPAL OFFICE UP NONE COMPLETS 3-351 9310 Tech Center Drive IDO NOT USE 90. BOX NO.1 3. MAILING ACORESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF ENECUTIVE OFFICES 5. Rex Fortune SECRETARY 5. Rex Fortune CHIEF FINANCIAL OFFICES DESIGNATED AGENT FOR SEI 7. NAME 8. CALIFORNIA STREET ACORESS IF ACENT CENTER UNIFIED SCHOOP	CORPORATION NAMED SUITE OF ROOM 2 SUITE OF PROCESS SA. Center Unified Sch 8408 Watt Avenue SUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue SUSINESS OF RESIDENCE ADDRI RVICE OF PROCESS	HEREIN, MAKES 24. Sacramento, 34. Sacramento, Sacram	THE FOLLOWING STATEMEN California City and state California California California City and state i 48. North Highlands, CA City and state i 56. Elverta, CA State City and state i 68. Elverta, CA City and state i 68. Elverta, CA City and state i 68. Elverta, CA City and state i 68. Elverta, CA City and state i 68. City and state City and state i 68. City and state City and state	7 22. 95826 2000 33. 95826 2000 200
THE CALIFORNIA 2. STREET ADDRESS OF PRINCIPAL OFFICE IF NONE COMPLETS 3-351 9310 Tech Center Drive IEO NOT USE 20. BOX NO.1 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF ENGLIVE OFFICES 5. Rex Fortune SECRETARY 5. Rex Fortune CHIEF FINANCIAL OFFICES DESIGNATED AGENT FOR SE 7. NAME 8. CALIFORNIA STREET ACORESS IF ACENT CENTER UNIFIED SCHOOLSS	CORPORATION NAMED SUITE OF ROOM 2 Ste. 115 SUITE OF ROOM 2 SUITE OF ROOM 2 SA. Center Unified Sch 8408 Watt Avenue SUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue SUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI CENTER ARESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI SA. Center Unified Sch 8408 Watt Avenue BUSINESS OF RESIDENCE ADDRI CENTER ARESIDENCE ADDRI SA. CENTER ARESIDENCE ADDRI SA. SA. SA. SA. SA. SA. SA. SA.	HEREIN, MAKES 24. Sacramento, 34. Sacramento, Sacram	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE 149. North Highlands, CA CITY AND STATE 58. Elverta, CA CITY AND STATE 68. Elverta, CA CITY AND STATE	T 22. 95826 23. 95826 27 CODE 4C. 95660 27 CODE 5C. 95626 27 CODE 5C. 95626 27 CODE 5C. 95626 27 CODE
THE CALIFORNIA 4. STREET ADDRESS OF PRINCIPAL OFFICE IF NONE COMPLETS 3-355 9310 Tech Center Drive IEO NOT USE 90 BOX NGJ 3. MAILING ACDRESS 9320 Tech Center Drive THE NAMES OF THE FOLLOW 4. Gail Cleve (President) CHIEF ENEQUTIVE OFFICER 5. Rex Fortune SECRETARY 6. Rex Fortune CHIEF FINANCIAL OFFICER DESIGNATED AGENT FOR SE 7. NAME 8. CALIFORNIA STREET ADDRESS IF ACENT CENTER UNIFIED SCHOOLSS IF ACENT CENTER UNIFIED SCHOOLSS IF ACENT CENTER UNIFIED SCHOOLSS IF ACENT CENTER UNIFIED SCHOOLSS IF ACENT 8408 Watt Avenue, 1 9. LDECLARE THAT I HAVE EXAMINED THIS	CORPORATION NAMED SUITE OF ROOM 2 SUITE OF PROCESS SAN INDIVIDUAL IDD NOT USE FUNCTION SAN IN	HEREIN, MAKES 24. Sacramento, 34. Sacramento, Sacram	THE FOLLOWING STATEMEN California CITY AND STATE California CITY AND STATE California CITY AND STATE 148. 148. North Highlands, CA CITY AND STATE SE. Elverta, CA CITY AND STATE SE. Elverta, CA CITY AND STATE ST. CITY AND STATE SE. Elverta, CA CITY AND STATE ST. CITY AND STATE SE. Elverta, CA CITY AND STATE ST. CITY AND STATE SE. Elverta, CA CITY AND STATE SE. Elverta, CA CITY AND STATE CITY AND STATE SE. Elverta, CA CITY AND STATE SE. CITY AND STATE SE. Elverta, CA CITY AND STATE SE. CITY AND STATE SE. SE. SE. CITY AND STATE SE. SE. SE. SE. SE. SE. SE. SE	T 22. 95826 22 core 33. 95826 22 core 4c. 95660 22 core 5c. 95626 22 core 5c. 95626 22 core 5c. 95626 22 core



601 UNIVERSITY AVENUE, SUITE 250 SACRAMENTO, CA 95825 PHONE: (916) 565-8161 FAX: (916) 565-8170

Frank M. Radoslovich Shawn M. Krogh Christian J. Smith Michael L. Martucci Brad A. McDowell Kristina L. Sager

> Senior Paralegal Becky J. Halstead

Via U.S. Mail

June 9, 2009

Michelle Grace Project Pipeline 2035 Hurley Way, Suite 200 Sacramento, CA 95825

Re: Certificate of Amendment to Articles of Incorporation for Project Pipeline

Dear Michelle:

Enclosed please find a filed and endorsed Certificate of Amendment to Articles of Incorporation for Project Pipeline for your records. The Corporation is now known as Rex and Margaret Fortune School of Education. Should you have any questions or wish to discuss this matter further do not hesitate to contact me.

Respectfully,

Christian J. Smith

CJS/mig cc: file

A0692308



State of California

Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of $_1$ page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN - 8 2009

Bowes inn

DEBRA BOWEN Secretary of State

RECEIVED JUN 1 0 2009

Sec/State Form CE-107 (REV 1/2007)

OSP 08 111441

VIII.B.368.

A0692308

ENDORSED - FIL in the office of the Secretary of State of the State of California

JUN - 5 2009

CERTIFICATE OF AMENDMENT TO ARTICLES OF INCORPORATION OF PROJECT PIPELINE

The undersigned certify that:

- They are the president and secretary, respectively, of Project Pipeline, a 1. California Nonprofit Public Benefit Corporation.
- Article I of the Articles of Incorporation of this Corporation is amended to 2. read as follows:

The name of the Corporation is now: Rex and Margaret Fortune School of Education

- The foregoing amendment of Articles of Incorporation has been duly 3. approved by the board of directors.
- The Corporation has no members. 4.

We further declare under the penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 5.29.09

Date: 5.29.09

Margaret & Fortune, Secretary



RECEIVED JUN 1 0 2009

RECEIVED MAY 2 1 2009

APPENDIX 7

н

IRS Department of the Treasury Internal Revenue Service P.O. Box 2508, Room 4010 Cincinnati OH 45201

In reply refer to: 4077589886 Jan. 30, 2014 LTR 4168C 0 94-3187528 000000 00 00033427 BODC: TE

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION 2890 GATEWAY OAKS DR STE 100 SACRAMENTO CA 95833-4327

020180

Employer Identification Number: 94-3187528 Person to Contact: Mr. Schatz Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Nov. 08, 2013, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in September 1993.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(3).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

 IRS Department of the Treasury Internal Revenue Service
 P.O. Box 2508, Room 4010
 Cincinnati OH 45201

020180.262400.6507.1078 1 AB 0.406 536

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION 2890 GATEWAY OAKS DR STE 100 SACRAMENTO CA 95833-4327

020180

CUT OUT AND RETURN THE VOUCHER AT THE BOTTOM OF THIS PAGE IF YOU ARE MAKING A PAYMENT, Even if you also have an inquiry.

The IRS address must appear in the window. 4077589886 BODCD-TE Usè for payments

Letter Number: Letter Date : Tax Period : LTR4168C 2014-01-30 000000



¥943187528¥

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION 2890 GATEWAY OAKS DR STE 100 SACRAMENTO CA 95833-4327

INTERNAL REVENUE SERVICE P.O. Box 2508, Room 4010 Cincinnati OH 45201

943187528 IL REXA 00 2 000000 670 0000000000

.

BYLAWS

OF

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION

(A California Nonprofit Public Benefit Corporation)

ARTICLE I NAME

Section I. NAME. The name of this corporation is Rex and Margaret Fortune School of Education.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section I. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2890 Gateway Oaks Drive, Suite 100, Sacramento, California 95833. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section I. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is promotion of education in California and other areas within the United States through the collaborative efforts of schools, school districts, county offices of education and others to increase the number of underrepresented minority teachers of mathematics and science in public schools, colleges and universities, and to assist students, teachers and professors to obtain enhanced education. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV

CONSTRUCTION AND DEFINITIONS

Section I. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section I. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section I. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POVVERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section I of this Article, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges,

hypothecations, and other evidences of debt and securities.

- c. Adopt and use a corporate seal.
- d. Appoint and remove, at the pleasure of the Board of Directors, members of the Board of Directors of Fortune School of Education.
- e. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than five (5) and no more than seven (7), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the chartering authority as consistent with Education Code Section 47604(c). The Board of Directors shall consist of at least five (5) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in- law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office unless otherwise removed from office in accordance with these bylaws for two (2) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The nominating committee shall consist of the President, also known as Chief Executive Officer, and a member of the Board of Directors who shall be selected by a majority of the directors present at a meeting duly held at which a quorum is present. The nominating committee shall nominate qualified candidates for selection to the Fortune School of Education Board of Directors at least seventy-two hours (72) hours before the date of any selection of directors. The nominating committee shall make its report at least seventy-two hours (72) hours before the date of the selection or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by the committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be selected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting at which any director or directors are to be appointed, to appoint the number of directors required to be appointed at such meeting.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Board Secretary, if any, or to the President or the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may select a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly selected director or directors.

Section 11. REMOVAL OF DIRECTORS. Directors may only be removed by the unanimous consent of the Board of Directors then in office, without considering the vote of the director being considered for removal, at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative appointed by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority. Any vacancy caused by the removal of a Board designated director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the chartering authority, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board of Directors designates another location in accordance with these bylaws. The Board of Directors may also designate that a meeting be held at any place within the physical boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by this corporation reside. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act. A two-way teleconference location shall be established at each school site and each resource center.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), (Chapter 9 (commencing with section 54950) of Division 2 of Title 5 of the Government Code). The Board of Directors shall meet annually for the purpose of organization and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President or a majority of the Board of Directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours' notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, the place, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the physical

boundaries of the county in which the greatest number of pupils enrolled in those charter schools managed by this corporation reside;

- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.²

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time scheduled for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by the Brown Act.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the Board of Directors;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Amend or repeal bylaws or adopt new bylaws;

¢

- d. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal; or
- e. Create any other committees of the Board of Directors or appoint the members of committees of the Board.

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

 $^{^{2}}$ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY. No director or officer shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section I. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The officers, in addition to the corporate duties set forth in this Article VIII, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President.

Section 3. APPOINTMENT OF OFFICERS. The officers of the Corporation shall be appointed annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an
annual basis.

Section 7. PRESIDENT. The President, also known as the President/Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the bylaws may require. The President shall also preside at the Board of Directors' meetings.

Section 8. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 9. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section I. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest). Pursuant to Education Code section 47604.1 (effective Jan. 1, 2020), notwithstanding Article 4 (commencing with Section 1090) of Chapter I of Division 4 of Title I of the Government Code, an employee of a charter school shall not be disqualified from serving as a member of the governing body of the charter school because of that employee's employment status. A member of the governing body of a charter school who is also an employee of the charter school shall abstain from voting on, or influencing or attempting to influence another member of the governing body regarding, all matters uniquely affecting that member's employment.

ARTICLE X CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section I. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

ARTICLE XI LOANS TO DIRECTORS AND OFFICERS

Section I. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII

Section I. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

BYLAWS OF REX AND MARGARET FORTUNE SCHOOL OF EBUS 800

ARTICLE XIII INSURANCE

Section I. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV MAINTENANCE OF CORPORATE RECORDS

Section I. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board, and
- c. Such reports and records as required by law.

ARTICLE XV INSPECTION RIGHTS

Section I. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the r director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand to the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI REQUIRED REPORTS

Section I. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

ARTICLE XVII BYLAWS

Section I. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws, by a unanimous vote of the directors present at a meeting duly held at which a quorum is present. No amendment shall change any provisions of any charter governing any charter school operated as or by the Corporation or make any provisions of these Bylaws inconsistent with such charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII FISCAL YEAR

Section I. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July I and end on June 30 of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Rex and Margaret Fortune School of Education, a California nonprofit public benefit corporation; that these bylaws, consisting of I2 pages, are the bylaws of this corporation as adopted by the Board of Directors on February 18, 2021; and that these bylaws have not been amended or modified since that date.

Executed on February 18, 2021 at Sacramento, California.

Michille

Michelle Grace, Board Secretary

APPENDIX 8



CONFLICT OF INTEREST CODE

The Political Reform Act (Govt. Code § 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations §18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices A and B, designating positions and establishing disclosure categories, shall constitute the conflict-of-interest code of Fortune Schools ("Fortune") and the charter schools it operates.

Individuals holding designated positions shall file their statements of economic interests with Fortune. As consistent with current FPPC guidance, Fortune shall retain the original statements at Fortune, and shall make and forward copies to its charter schools' authorizers, as requested.

APPENDIX A DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category	
Members of the Board of Directors	I, II, III	
President/Chief Executive Officer	I, II, III	
Chief Operating Officer	I, II, III	
Chief Financial Officer	1, 11, 111	
Chief Academic Officer	1, 11, 111	
Principals*	I, II, III	
Consultants/New Positions*		

*Consultants/New Positions are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitations:

The President/Chief Executive Officer or his or her designee may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The President/Chief Executive Officer or his or her designee's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Section 81008.)

APPENDIX B DISCLOSURE CATEGORIES

Category I

Designated positions assigned to this category must report:

- a. Interests in real property which are located in whole or in part within a two mile radius:
 - a. of any school district that has authorized a Fortune charter school; or
 - b. of any facility utilized by Fortune's charter schools; or
 - c. of a proposed site for a Fortune facility.
- b. Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the acquisition or disposal of real property or are engaged in building construction or design.

Category II

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, and business positions in any business entity of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, books, materials, school furnishings or equipment to be utilized by Fortune, its parents, teachers and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra-curricular courses.

Category III

Designated positions assigned to this category must report:

Investments in, income, including gifts, loans, and travel payments, from, sources which are engaged in the performance of work or services of the type to be utilized by Fortune, its parents, teachers and students for educational purposes. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

Revised February 18, 2021



ORGANIZATIONAL CHART

Fortune School of Education **Board of Directors**

President/CEO

Senior Advisor to President/CEO Senior Aide to President/CEO

Dean of Higher Education	Director of Data, Analytics & Strategy	Regional Director of Schools	Chief Academic Officer	Chief Operating Officer	Chief Financial Officer	Director of Marketing & Communications
Department Chair	Systems Analyst	Rex & Margaret Fortune Early	Director of Special	Talent Officer	Accounting Manager	Digital Content
Credential Analyst	Program Analyst	College High School	Education	Personnel Tech	Fiscal Services	Recruiting
Librarian	Attendance Analyst		Master Teachers	Sub Coordinator	Techs	Specialists
Teacher Education		Fortune Middle	Hardy Brown	Executive Asst.	Food Service Manager	Seasonal Recruiters
Faculty		Principal	College Prep Principal	Admin. Assts.		<u> </u>
		Tecoy Porter	Fortune School	Athletic Director		
		Principal	Principal	Music Director		
			William Lee College Prep Principal	After School Program Coordinator		
			Alan Rowe College Prep	Facilities		
			Principal	Manager		
			Ephraim Williams College Prep Middle School Principals			
			Hazel Mahone College Prep Principal			



POSITION TITLE: Principal

Classification: Exempt

REPORTS TO: Chief Academic Officer

Calendar: 12 months

General Summary: The Principal serves as the educational leader and chief administrator of the staff and students at the school site. The Principal is responsible for the direction of the instructional program, operation of the school plant, development and monitoring of the school budget. The Principal oversee the total school program to provide a quality educational environment that meets the need of all students. The Principal will serve as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Curriculum Development, Supervision, and Evaluation

- Serves as a curricular leader; understands school curriculum, ensures teaching of the written curriculum, helps staff use curriculum resources
- Participates in and/or leads curriculum development activities commensurate with school and district goals
- Provides opportunities and encouragement for staff to increase professional expertise
- Identifies curricular and extra-curricular needs by analyzing current programs and student achievement
- Works in collaboration with staff to develop the master schedule
- Regularly uses the results of student assessment data to identify problems and implement program improvements and/or pacing. Provides continuous supervision and evaluation of the regular and special education programs and operational activities within the school
- Interpret and implement the approved curriculum program and ensure that instruction aligns with state standards

Student Assessment and Monitoring

Excellence in assessment; emphasizes student achievement as the primary outcome of schooling

- Systematically assesses and monitors student progress using objective and verifiable information whenever possible
- Works with staff to systematically identify and respond to at risk students; makes referrals to appropriate community agencies when needed
- Provides meaningful information to parents/guardians and others regarding student progress
- Maintains policies and practices for grading, reporting, and promoting

Student, Staff and Community Relations

- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Solicits information from school personnel and community in gauging the school climate
- Recognizes efforts of students and teachers
- Promotes the improvement of student and staff self-images. Models and facilitates good human relations skills; effectively interacts with others

Establishing an Effective Workplace

- Develops and maintains positive staff morale
- Provides orientation for newly assigned staff members and assists in their professional development
- Conducts meetings of the staff as necessary for the proper functioning of the school
- Implements a discipline code that is fair and promotes orderliness and student learning
- Protects instructional time by minimizing interruptions to the instructional process
- Coordinates teacher and student schedules to promote maximum learning and minimize conflict
- Maintains high visibility in the school
- Provides for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- Staff Supervision and Personnel Evaluation
- Supervises professionals, teacher assistants, secretaries, and classroom volunteers
- Assists in personnel evaluation and demonstrates objectivity in the process
- Assist with recruiting, screening, hiring, training, and evaluation of the school personnel

VIII.B.389.

• Makes personnel assignments based on knowledge of employee abilities, qualifications, past performances, and school needs.

Communication and Community Relations

- Interact, listens and responds appropriately to staff, student, and community concerns
- Respects differences of opinion and fosters open communications among staff
- Communicates effectively with students individually and in groups
- Maintain communication with the appropriate central office administrators informed of school activities and problems such as transportation, special services, discipline, etc.
- Collaborate with central office and other personnel to share ideas and concerns
- Interacts with school personnel and parent groups to promote positive outcomes
- Encourages parent visits and involvement in decision making
- Keeps the community informed about school activities through newsletters, news releases, and attendance at parent meetings, etc.
- Effectively utilizes community resources and volunteers to promote student learning

Decision Making and Problem Solving

- Considers research, alternatives and consequences in the decision making process
- Effectively delegates decision-making and problem solving to appropriate personnel
- Makes decisions in a timely fashion and maximize decisions effectiveness by follow up actions
- Establish an effective school administrative organization with clear lines of responsibility including the necessary delegation of authority. Identifies problem areas and seeks solutions before crisis situations develop
- Implements needed change with appropriate support of staff, students, and community
- Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal

Professional Development

• Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field

VIII.B.390.

- Assumes responsibility for his/her own professional growth and development. Views self as a role model for expected staff behavior. Perceives self as a change agent; works for self and organizational renewal
- Provide leadership in the development, direction and innovation of educational programs designed to meet the needs of students groups, including English learners and Special Education
- Effectively utilizes the expertise of school personnel, including self, in staff development
- Helps teachers implement objectives for themselves and students
- Provides opportunities for teachers to share and demonstrate successful practices

Building Management, Record-keeping, and Financial Management

- Establishes and maintains rules and procedures for student and staff safety
- Promotes an aesthetically pleasing environment in the school
- Monitors plant, office, and equipment maintenance. Promotes timely repair of school facilities and equipment
- Effectively copes with crises and emergencies
- Maintains accurate student, and fiscal records. Prepares accurate budgets and effectively monitors expenditures
- Prepares required district reports accurately and efficiently
- Anticipates future building and equipment needs; plans appropriately to remedy
- Manages the daily use of school facilities for both academic and nonacademic purposes

QUALIFICATIONS

Required knowledge, skills & abilities:

- Demonstrated commitment to students and learning
- Demonstrated knowledge of curriculum development and program design
- In-depth experience developing teachers and performance assessment
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to successfully

- Handle multiple projects concurrently; ability to work as a team
- Strong community-building skills
- Entrepreneurial passion

EDUCATION AND EXPERIENCE

- Demonstrative track record of producing high levels of growth in academic student achievement on standardized state testing
- Valid Administrative Services Credential
- Five or more years of successful educational experience

WORKING CONDITIONS

Environment

- Office environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: www.edjoin.org Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE: Assistant F	Principal	
-----------------------------	-----------	--

Classification: Exempt

REPORTS TO: Principal

Calendar: 12 months

General Summary: The Assistant Principal is responsible for assisting with the efficient operation of the school site, and provides support and assistance to the Principal. The Assistant Principal serves as a member of the administrative team dedicated to cultivating excellence throughout the school and community.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Work in collaboration with Principal and Home Office to ensure that policies/procedures are being followed and expectations are being met
- Provide support to the principal and school personnel as needed
- Assist with monitoring building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety procedures
- Perform other job-related duties as assigned
- Communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds
- Provide excellent customer service to internal and external customers
- Maintain professional standards that follow FSE guidelines with regard to discipline for both staff and scholars
- Works with staff to systematically identify and respond to at-risk students; makes referrals to appropriate community agencies when needed
- Communicates high expectations for both staff and students and provides appropriate motivation to reach expectations
- Promotes the improvement of student and staff self-images. Models and facilitates good human relations skills; effectively interacts with others
- Implements a discipline code that is fair and promotes orderliness and student learning
- Maintains high visibility in the school
- Provides for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- · Assist with recruiting, screening, hiring, training, and evaluation of the school personnel
- Communicates effectively with students individually and in groups
- Maintain communication with the appropriate home office administrators, keep them informed
 of school activities and problems such as transportation, special services, discipline, etc.
- Collaborate with central office and other personnel to share ideas and concerns
- Interacts with school personnel and parent groups to promote positive outcomes
- Assumes responsibility for his/her own professional growth and development. Views self as a
 role model for expected staff behavior. Perceives self as a change agent; works for self and
 organizational renewal
- Maintains rules and procedures for student and staff safety
- Promotes an aesthetically pleasing environment in the school
- Monitors plant, office, and equipment maintenance. Promotes timely repair of school facilities and equipment
- Effectively copes with crises and emergencies

VIII.B.394.

- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively
- · Handle multiple projects concurrently; ability to work as a team
- Strong community-building skills

TECHNICAL SKILLS/KNOWLEDGE/ABILITIES:

- Critical thinking and problem solving skills.
- Time management, organizational and prioritization skills.
- Supervisory skills preferred.
- Knowledge of organization and school policies and procedures preferred.
- Ability to manage multiple priorities with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow FSE policies, school site and department procedures.
- Modern office practices, methods and equipment, including computer equipment.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Excellent communication, presentation and interpersonal skills with demonstrated ability to write clearly and persuasively.
- Demonstrated commitment to students and learning.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- BA degree
- Administrative Services Credential
- · Five or more years of successful educational experience
- · Complete command of the English language, written and oral

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE: Counselor		CLASSIFICATION: Exempt		
REPORTS TO:	Principal	CALENDAR:	I2 month	

GENERAL SUMMARY: To implement the high school curriculum of the "Fortune Early College High School" Comprehensive Guidance Program; to guide and counsel individuals and groups of students through the development of educational and career plans.

Essential Duties and Responsibilities:

Duties include but are not limited to:

- Meeting with students whose names appear on the low grade list for each marking period and if appropriate, formulating a plan of action for success involving the student and the parent;
- Planning and/or promoting programs which enhance the academic, social or emotional growth
 of students, e.g., Curriculum Fair, Career Fair, Underclass
- Meeting with seniors once each semester and mailing updates on their graduation status to their parents;
- Working with students who have discipline, attendance and academic problems and are referred by teachers, parents or administrators;
- Insuring that students are aware of requirements for graduation and college admission, as well
 as any NCAA requirements that may be necessary for athletic participation;
- Guiding each student to choose courses consistent with his/her interests, abilities and career plans;
- Helping students develop post-secondary educational plans in accordance with their interests, abilities and career plans;
- Assisting students with the completion of college admissions applications;
- Organizing and promoting standardized assessment opportunities and interpreting test results to students and/or parents on request;
- Assisting the principal in the preparation of diploma lists and identification of honor graduates in preparation for the Senior Honors Program and Graduation;
- Assuring that appropriate, accurate information is maintained in each student's permanent, cumulative record
- Making necessary schedule changes for individual students that are both appropriate for their abilities and aligned with their educational and career plans.
- To facilitate small groups for individual students with identified, common needs Fortune Early College High School.

To consult with and serve as a resource for students, staff and parents regarding developmental needs of students, which may include:

Identification and referral of students for Child Study Meetings;

- Creation and oversight of Section 504 plans;
- Active participation in Special Education meetings
- Conference with individual students who have experienced a death in the family or serious illness and notification of their teachers.
- Work with teachers to better help them understand students with physical or emotional challenges.
- To refer students and parents/guardians to appropriate school and community resources;
- To participate in, coordinate, conduct activities which contribute to the effective implementation of the high school component of the K-12 guidance curriculum;
- To evaluate and revise the building guidance and counseling program;
- To assist in the development of a District Assessment Program and the interpretation of testing and assessment results related to career guidance; and to continue personal professional growth and development.
- Other duties as assigned by the administration

Qualifications:

Required knowledge, skills & abilities:

- Proficient skills in keyboarding, word processing, and file maintenance
- Effective communication and interpersonal skills
- Basic math skills
- Ability to use personal computer and software to develop spreadsheets and databases and do word processing

Education and Experience:

- Bachelor's Degree (Mastered Preferred)
- A Valid Pupil Personnel Services Certificate

Working Conditions:

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and over the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, bend, reach, walk, sit and stand for extended periods of time. Ability to lift and carry 10 pounds.
- Accommodations will be made to enable individuals with disabilities to perform the essential job functions.

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE: Teacher	CLASSIFICATION:	Exempt	
REPORTS TO: Principal	CALENDAR:	II months	

GENERAL SUMMARY: Provide a high quality instructional program within a small school environment where every student will have the opportunity to reach their fullest potential and acquire the tools needed to prepare for college. Teacher will establish a personal relationship with each student ensuring that each child feels valued as an individual. Establish a culture of high expectations that includes the shared belief that every student will attend college. Serve students in elementary grade levels and uphold the mission, vision and values of Fortune School.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Establish a culture of high expectations that includes the shared belief that every student will attend college.
- Develop and implement lesson plans and classroom activities aligned with California State Standards and Fortune School of Education Instructional Guidelines.
- Assess students regularly and analyze student results; refines and differentiate classroom instruction based on assessment data and student needs.
- Collaborate with colleagues to improve instructional practices throughout the school; share best practices.
- Assume leadership role in some aspects of the development of the school.
- Communicate regularly with students and their families about classroom activities and student progress.
- Involve parents and guardians as partners in their students' education.
- Manage student behavior to ensure every student is fully engaged.
- Actively participate in professional development activities, and work closely with lead teachers, principal, and instructional coaches.
- · Maintain accurate student records including attendance.
- Identify unique student needs and collaborate with team members to effectively address those needs.
- Support the mission, vision, and core values of Fortune School.
- · Perform other related duties as required and assigned.

Minimum Qualifications:

Student Assessment and Monitoring:

- Experienced in assessment; emphasizing student achievement as the primary outcome of schooling.
- Systematically assesses and monitors student progress using objective and verifiable information whenever possible.
- · Works with principal to systematically identify and respond to at risk students
- Makes referrals to appropriate community agencies when needed.
- · Provides meaningful information to parents / guardians and others regarding student progress.
- Maintains policies and practices for grading, reporting, and promoting.
- Knowledge of child cognitive development and various learning styles.
- Knowledge of subject matter, including California State Standards and subject-specific frameworks and assessments.

VIII.B.399.

- Ability and willingness to implement Fortune School Instructional Guidelines and Best Practices.
- Ability to analyze qualitative and quantitative student data.
- Ability and willingness to reflect and improve instructional practices.
- · Ability to collaborate with colleagues, parents, community, and stakeholders.

Minimum Educational Level:

- Bachelor's degree
- Valid California Teaching Credential based on Bachelor's degree, student teaching or intern experience
- Appropriate certification for teaching English Language Learners
- NCLB Compliant
- I+ year working with students as a teacher, teacher intern, or teaching assistant preferred

Working Conditions:

- Office environment: constant interruptions.
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other
 organizations and companies; meetings and workshops

Physical Abilities

- Hearing and speaking to conduct group training; exchange information in person, electronically, and on the telephone.
- · Ability to read printed material and computer screens.
- Ability to hear and comprehend speech at normal volumes.
- Dexterity of hands and fingers to operate computer keyboard and other office equipment.
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- · Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform essential job functions.

For an Application: www.edjoin.org Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.

VIII.B.400.



POSITION TITLE:	Education Specialist	Classification:	Exempt
REPORTS TO:	Director of Special Education	Calendar:	11 months

GENERAL SUMMARY: The Education Specialist is responsible for providing quality instruction to students with various disabilities. Teacher is responsible for implementing curriculum to ensure that students are successful in academics, develop interpersonal skills and participate in activities of daily living. Teacher is responsible for documenting student progress/activities, outcomes; addressing specific needs of students; providing a safe and optimal learning environment and providing feedback to students, parents and administration regarding student progress and goal.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Develop, maintain IEPs, quarterly reports, progress monitoring for measuring goals
- Collect and report progress monitoring data for all student goals
- Conduct IEP meetings within mandated timelines
- Make data-driven instructional decisions to improve student outcomes
- Complete Quarterly Progress Reports
- Complete mandatory reporting as required by state and federal guideline.
- Complete all special education paperwork accurately, according to regulations, and on time
- Develop and monitor appropriate transition plans for students of transition age
- Serve as a liaison and resource to Special Education Local Plan Areas (SELPA's)
- Adapts lesson for the purpose of implementing the IEP goals and meeting the special needs of students.
- Advises parents and/or legal guardians of student progress for the purpose of supporting teacher's expectations, developing methods for improvement and/or reinforcing classroom goals in the home environment.

- Assesses student's social needs (e.g. behavioral, motor development, communication, etc.) and academic needs (developmental level, vocational abilities, etc.) for the purpose of evaluating students and family requirements, placement and success of the program.
- Collaborates with school personnel, agencies and community agencies (e.g. social service agencies, caretakers, etc.) for the purpose of developing and modifying the program to maximize the quality of student outcomes, developing solutions and planning curriculum.
- Directs instructional assistants, volunteers and/or student aides for the purpose of providing an effective school program and addressing the needs of individual students.
- Instructs students with individualized special needs for the purpose of developing appropriate academic interpersonal and daily living skills through a defined course of study.
- Manages student behavior for the purpose of providing a safe and optimal learning environment.
- Prepares teaching materials and reports (e.g. grades, attendance, anecdotal records, etc.) for the purpose of implementing lesson plans and providing documentation of teacher and student progress.
- Reports incidents (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of maintaining personal safety of students, providing a positive learning environment and adhering to Education Code, district and/or school policies.
- Assists other personnel as may be required for the purpose of supporting them in the completion
 of their work activities.
- Participates in various meetings (e.g. individual education plan meetings, conferences, in-service training, site meetings, etc.) for the purpose of receiving and/or providing information and/or meeting credential requirements.

EDUCATION & EXPERIENCE

- The education specialist shall possess the appropriate special education credential to serve the student population. The California special education teaching credential shall be based on a bachelor's degree and student teaching or possession of a valid intern credential as required by California Charter School Act of 1992 and the federal No Child Left Behind Act. Credential must be appropriate for the teaching assignment;
- Possession of one of the documents issued by the California Commission on Teacher Credentialing (CCTC) that authorizes instruction to English Learners (EL). Including, but not limited to: Multiple or Single Subject Teaching Credential with English Learner Authorization or CLAD/BCLAD Emphasis, District Intern Credential with English Learner Authorization/BCLAD Emphasis, Bilingual Cross-cultural Specialist Credential, or CLAD/BLCAD Certificate. (per Credential Leaflet: CL-622 from California Commission on Teacher Credentialing).
- Three or more years experience serving students with special needs

VIII.B.402.

Qualifications

- Required knowledge, skills & abilities:
- Skills to motivate students, communicate with individuals from varied educational and cultural backgrounds, direct support personnel, evaluate performance, address student needs.
- Knowledge of appropriate special education category (learning, severely, communication, visually and/or physically handicapped), age appropriate teaching methods, state curriculum framework, education code and relevant laws.
- Abilities to stand and walk for prolonged periods, perform a variety of specialized and responsible tasks, maintain records, establish and maintain cooperative working relationships with students, parents and other school personnel, meet scheduling deadlines. Significant physical abilities include lifting/carrying, reaching/handling, talking/hearing conversations, near/far visual acuity/depth perception/accommodation/field of vision.
- Licenses, Certifications, Bonding, and/or Testing Required: Teaching Credential for appropriate level of instruction and/ specialty area of special education. Criminal Justice Fingerprint Clearance.

Physical Abilities

- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions
- Classroom environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

WORKING CONDITIONS

VIII.B.403.

Environment

- Office environment: constant interruptions
- Outdoor environment: driving a person vehicle to conduct work; visit school sites; travel to other
 organizations and companies; meetings and workshops

Physical

- Hearing and speaking to conduct group training; exchange information in person, electronically, and on the telephone
- Ability to read printed material and computer screens.
- Ability to hear and comprehend speech at normal volumes.
- Dexterity of hands and fingers to operate computer keyboard and other office equipment.
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform essential job functions.

For an Application: www.edjoin.org

Search Fortune SchoolThis position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE:	Office Manager	Classification:	Non-Exempt
REPORTS TO:	Principal	Calendar:	12 months

General Summary: The Office Manager is responsible for assisting with the efficient operation of the office and managing the accounting department at their designated school site. Position provides administrative assistance to the Principal, school staff and students by managing the school's financial records and transactions, answering/screening phone calls, preparing correspondence and other written communication, receiving and responding to inquiries and requests, supervising projects, handling confidential information and other related duties.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Work in collaboration with Central Office to ensure that rules are being followed and expectations are being met.
- Intake and accounting of money for after school program and lunch program. Perform financial duties for the school site.
- Handling bookkeeping for parent/school organizations and attending budget/bookkeepingrelated meetings/committees/workshops.
- Provide administrative support to the principal and school personnel by answering phones composing and typing correspondence.
- Assist with monitoring building visitors, visitor sign-in procedures and building activities including crisis situations such as building evacuations, lockdowns, emergency situations and safety procedures.
- Perform other job-related duties as assigned, including providing back-up coverage to other positions.
- Prepare deposits in an efficient manner to be turned in to the Central Office staff.
- Word processing methods, techniques and programs, including spreadsheet and database operations.
- Communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Provide excellent customer service to internal and external customers.

TECHNICAL SKILLS/KNOWLEDGE/ABILITIES:

- Critical thinking and problem solving skills.
- Time management, organizational and prioritization skills.
- Supervisory and office management skills preferred.
- Knowledge of District and school policies and procedures preferred.
- Accounting and bookkeeping skills.
- Ability to manage multiple priorities with frequent interruptions.

VIII.B.405.

- Ability to diffuse and manage volatile and stressful situations.
- Ability to promote and follow FSE policies, school site and department procedures.
- Modern office practices, methods and equipment, including computer equipment.
- Principles and procedures of record keeping
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally, the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- BA degree preferred or equivalent experience.
- At least two years of office management experience.
- Proficient in Microsoft Office, Excel and able to type 35 words per minute.
- Complete command of the English language, written and oral.

CLEARANCES Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE:	School Secretary	Classification:	Non-Exempt
REPORTS TO:	Principal	Calendar:	12 months

General Summary: The Fortune School Secretary will serve as a lead member of the team to ensure the smooth and efficient operation of the school site. The School Secretary will support the Principal in their efforts to create a learning environment where each child is focused on learning and staff is focused on results. Position will provide excellent customer service to all students, parents, staff, community members and stakeholders.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide varied and responsible secretarial and clerical support services to relieve the Principal of
 administrative and clerical detail; compose independently or from oral instruction, letters
 requesting or providing information or dealing with routine matters.
- Coordinate flow of communications between parents, students and the public; respond to inquiries and provide information to teachers, students and the public.
- Assist with disciplinary process; monitor detained students; process student suspensions; assure the safety and supervision of students; perform student health care functions, administer first aid.
- Prepare for new school year; coordinate and oversee student registration activities; assist with student classroom placement; assure overflow students are transferred to appropriate schools.
- Compile information and prepare and maintain a wide variety of data, records and reports according to established procedures and timelines; establish and maintain filing systems; prepare a variety of documents including forms, flyers, schedules, newsletters and handbooks.
- Maintain a variety of calendars for the Principal; schedule and coordinate use of school facilities; arrange travel reservations and prepare related documents.
- Perform receptionist duties; initiate and answer telephone calls; screen and route calls; provide information and assistance to callers; receive and distribute messages to appropriate personnel; receive, open, sort, screen and distribute incoming mail; distribute campus keys.
- Monitor inventory levels of school supplies and textbooks, ordering replacements as necessary; distribute and collect textbooks; assure students are billed for lost/damaged to textbooks; communicate repair and maintenance issues to appropriate personnel.

- Prepare, maintain and process financial records related to the assignment; record expenditures and assist in monitoring assigned budgets; maintain and reconcile school checkbook and petty cash account; process, audit and arrange for payment of school invoices; process returned checks; perform bank deposit activities.
- Contact parents and guardians to clear student absences; prepare Average Daily Attendance reports as assigned by position.
- Operate a variety of office equipment including a fax machine, copier and a computer and assigned software.
- Maintain all student records; attendance records, daily/monthly attendance reports and other pertinent student data files and reply in a timely manner to requests for student records.
- Monitor the absence of students and check on children not reporting to school and not reported absent by parents.
- Maintain and update emergency release forms and remove from the building in the event of an emergency.
- Coordinate registration of all prospective students. Prepare class lists.
- Prepare monthly Notes & Notables messages; notify Fortune School of upcoming events for publicity purposes so that pictures, videos, or news releases can be organized.
- Process and file Student Behavior forms and prepare reports as requested by the principal.
- Ensure that all report cards and progress reports are processed in a timely manner and maintained in the appropriate files.
- Coordinate the development of the school monthly newsletter and bulletins to teachers.
- Disseminate mail and other inventor to appropriate school staff.
- Process updates and revisions of Board Policy.
- Process free and reduced lunch applications.
- Initiate transportation requests for students and for student field trips.
- Maintain all room keys for the building.

KNOWLEDGE, SKILLS AND ABILITIES:

- Ability to run an efficient support system for the school environment.
- Possess the qualities of reliability, honesty, integrity and promptness in performing duties.

VIII.B.408.

- Excellent interpersonal skills, including ability to handle confidential and sensitive issues with diplomacy and ability to work effectively with teammates of all levels. Easily approachable and sensitive to the interpersonal anxieties of others. Must display a pleasant demeanor and demonstrate a genuine interest in people.
- Excellent communication and writing skills with demonstrated ability. Must speak and write clearly and courteously at all times.
- Excellent organization, time management and follow-up skills; high sense of urgency.
- Demonstrated ability to successfully handle multiple projects concurrently; ability to work independently.
- Ability to navigate complex problems and develop solutions; strong analytical skills and ability to make decisions that are within the best practices of the school.
- Self-directed; ability to effectively prioritize and follow through.
- Proven leadership skills with the ability to develop and implement processes and procedures.
- Proficiency with Microsoft Office package and student information systems.
- Positive, can-do attitude, customer service oriented, and high level of professionalism
- Possess a passion for educating each child, empowering them to go college and become productive citizens.
- Hearing and speaking to conduct group training, exchange information in person electronically and on the telephone.
- Ability to read printed material and computer screens.
- Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling; and significant fine finger dexterity. Generally the job requires sitting, walking, and standing. This job is performed in a busy school site that should maintain a clean and healthy environment.

EDUCATION AND EXPERIENCE

- 3-5 years in office administration
- Bachelor's degree
- Office environment: constant interruptions
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to
 other organizations and companies; meetings and workshops

CLEARANCES Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.

VIII.B.410.



POSITION TITLE: Parent Liaison

Classification: Non-Exempt

REPORTS TO: Principal

Calendar: 12 months

General Summary: The parent liaison will have 1-2 of experience serving students from diverse backgrounds in a school setting. The parent liaison will provide student services, which includes monitoring recess, meals and general student supervision during PE, lunch periods, restroom breaks and passing periods. The parent liaison will also provide record keeping for breakfast and lunch counts, relieve the secretary for lunch breaks, assist with attendance and absence verification and special projects as needed. The parent liaison will be responsible for coordinating with parents to complete their mandatory 40 hour school service requirement and coordinate all other school volunteers. The parent liaison is required to wear a uniform and have high standards maintaining a clean-cut appearance at all times.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties include but are not limited to:

- STUDENT SERVICES:
- Monitoring recess, meals, and general student supervision; assisting with students during PE, lunch period, restroom breaks, and passing periods.
- ADMINISTRATIVE SERVICES:
- Breakfast and lunch counts/record keeping; lunch relief for School Secretary; assist with attendance / absence verification; special projects as needed; volunteer liaison; clerical support/customer service as needed.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of:

- Needs and challenges of the students we serve
- Community resources

Ability to:

- Motivate students and serve as a positive role model to all students.
- Establish and maintain friendly, cooperative and effective relationships with students.
- Relate well to students and adults and to earn their confidence and cooperation.
- Analyze situations accurately and adopt an appropriate course of action.

- Establish and maintain friendly, cooperative and effective working relationship with school
 personnel, community members and central office staff.
- Follow oral and written instructions.
- Clearly articulate and reinforce the high expectations of HBCP and FSE
- Write and communicate clear instructions.

Working Environment

- Constant interruptions
- Hearing and speaking to conduct group training, exchange information in person electronically and over the telephone
- Ability to read printed material and computer screens. Ability to understand speech at normal levels
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment
- Kneeling, bending at the waist, and reaching overhead above the shoulders and horizontally to retrieve and store files and supplies.
- Ability to climb stairs, walk, and sit for extended periods of time. Ability to lift and carry 10 pounds.
- Reasonable accommodations will be made to enable individuals with disabilities to perform the essential job functions.

EDUCATION AND EXPERIENCE

- 1-2 experience serving students from diverse backgrounds in a school setting. High School diploma required and college coursework is desirable.
- School environment where there are constant interruptions. Indoor and outdoor working environment subject to long periods of walking/standing, occasional running, holding up arms for long periods of time to direct traffic, and reaching in all directions.

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE:	Food Service Coordinator	Classification:	Non-Exempt
REPORTS TO:	Principal	Calendar:	II months

General Summary: The Food Service Coordinator plans, organizes, supervises and participates in the operation of the school food program. FSC prepares, supervises and assist in the serving and proper storage of food and the cleaning and maintenance of equipment, utensils and work areas. Position is responsible for ordering and maintaining the inventory of food and supplies; prepares and maintains records and reports, in collaboration with the FSE Central Office personnel.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

KNOWLEDGE OF:

- Standard kitchen equipment, utensils and measurements; record keeping techniques. Principles
 and practices of supervision and training; sanitation and safety practices related to serving food.
- Principles and methods of quantity food service preparation and ordering.
- Sanitation practices related to preparing, handling and serving food.
- Proper lifting techniques.
- Basic record-keeping techniques.
- Operation of food service equipment.
- Techniques to properly store perishable foods.
- Computer programs for the purpose of tracking lunch program data and records.

SKILLS/ABILITY TO:

- Operate food service equipment safely and efficiently.
- Diffuse matters using tact, patience and courtesy.
- Learn and implement rules and regulations pertaining to health and safety in the cafeteria.
- Maintain food service equipment and areas ensuring that food items are prepared, served and stored properly.
- Maintain basic records and reports.
- Establish and maintain cooperative and effective working relationships with others. Learn, interpret, apply and explain policies, procedures, rules and regulations related to assigned activities.
- Meet schedules and time lines.
- Provide the highest level of customer service to students.
- Understand and follow written and oral directions.
- Speak, read and write English at a level required for satisfactory job performance.
- Maintain consistent, punctual and regular attendance.
- Hear and speak to exchange information.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Stand for extended periods of time.
- Move hands and fingers to operate food service equipment and computerized cash management system.
- Reach overhead, above shoulders and horizontally.
- Bend at the waist, kneel or crouch.
- Lift 20 pounds
- Use proper lifting methods.

EDUCATION AND EXPERIENCE

- High School Diploma. College coursework highly desired.
- Any combination equivalent to: sufficient training and experience working in a food preparation program.

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.


POSITION TITLE:	Custodian	Classification:	Non-Exempt
REPORTS TO:	Custodial Supervisor	Calendar:	12 months

General Summary: The Custodian is responsible for maintaining the plant and providing excellent customer service to students and school personnel. Follow routine cleaning and maintenance procedures to maintain a high standard of safety, cleanliness, and efficiency of building operations and grounds.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Patrols school grounds, buildings and restrooms to prevent vandalism and to ensure adequate security.
- Refer student behavioral problems to appropriate staff for correction.
- Encourages and promotes courtesy among students.
- Observes that safety rules are obeyed.
- Move, unpack, and assemble furniture and building equipment.
- Cleans assigned school or district facilities (e.g. classrooms, offices, restrooms, multipurpose rooms, corridors, carpets, removes graffiti, windows, walls, restrooms, bleachers, stage, locker rooms, sidewalks, grounds, etc.).
- Inspects school facilities taking preventative measures to avoid accidents and injuries.
- Maintains supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.)
- Responds to immediate safety and/or operational concerns (e.g. facility damage, unauthorized persons, alarms, etc.).
- Distributes supplies, equipment and/or mail (as assigned) (e.g. fill soap dispensers, towel/toilet paper dispensers, packages, furniture, TV/VCR carts, etc.).
- Assure building security by locking/unlocking doors at appropriate time, recognizing and correcting unsafe security conditions or reporting condition to appropriate personnel or authorities. Prepares facility for daily operations as may be required (e.g. opening gates, raising flags, unlocks doors, etc.).

• Perform other duties as assigned

KNOWLEDGE OF:

- Methods of industrial cleaning including cleaning and preserving of floors, whiteboards, carpets, furniture, walls, and fixtures.
- Safety practices and procedures.
- Cleaning tools, materials and supplies used in custodial work.
- Basic principles of first aid.
- Standards of courtesy to be observed by students, school policies and procedures.

SKILLS AND ABILITY TO:

- Create a safe and friendly environment.
- Communicate, articulate and carry out instructions.
- Inform supervisor of any needs and concerns.
- Carry out oral and written instructions.
- Observe and report safety hazards and need for maintenance repair.
- Communicate with diverse groups.
- Work as part of a team.
- Learn and enforce school rules in areas of responsibility.
- Maintain positive relationship with adolescents.
- Deal tactfully and effectively with adolescents and adults.
- Work independently and make decisions within the framework of established guidelines.
- Keep records and maintain reports adhere to safety practices.
- Be proactive.
- Communicate, be understood, give and carry out instructions spoken in English.
- Communicate to site administrators and supervisor custodial needs, schedules and concerns.
- Observe and report safety hazards and need for maintenance repair.
- Learn custodial procedures, methods and schedules.
- Operate a vehicle with a valid CA drivers license observing defensive driving practices.
- Adapt to changing work priorities.
- Understand and be sensitive to the diverse academic, socioeconomic, cultural, and ethnic backgrounds of vendors, district personnel and administrators.
- Maintain consistent, punctual and regular attendance.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Significant lifting, carrying, pushing, and/or pulling.
- Some climbing and balancing.
- Frequent stooping, kneeling, crouching, and/or crawling.
- And significant fine finger dexterity.
- Generally the job requires 5% sitting, 70% walking, and 25% standing.
- The job is performed under minimal temperature variations and some hazardous conditions.

VIII.B.416.

EDUCATION AND EXPERIENCE

- High School Diploma
- 3-5 years experience as a custodian
- College coursework is desirable but not required
- CPR and First Aide
- Experience in youth related activities
- Experience working in a school setting
- Bilingual is a plus
- Valid CA drivers license
- DMV report showing safe driving history

CLEARANCES Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: www.edjoin.org Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



POSITION TITLE:	Special Education Aide	Classificatio	n: Non-Exempt	
REPORTS TO:	Principal	Calendar:	II months	

GENERAL SUMMARY: Candidate must be passionate about serving students from low socioeconomic backgrounds who need extra support. Experience working with students in small groups, 1:1 and large groups. Must work well with students, staff and principal, experience giving instruction in the core reading areas (decoding, phonics, comprehension, fluency and vocabulary) and is comfortable with elementary level reading and ELA. Must have experience working with students with learning disabilities.

ESSENTIAL FUNCTIONS: The essential duties of the position include, but are not limited to:

- Maintain student supervision at all times including transitions, P.E. and lunch periods. Inform the classroom teacher whenever you leave the room of where you are going and for how long.
- Implement lesson plans as designed by teacher; support in the delivery of instruction for assigned students.
- Systematically record and graph data specific to assigned students regarding overall instructional progress, achievement of IEP goals, behavioral incidents, baseline behavior and other information as required with the guidance of the Education Specialist.
- Communicate measurable learning objectives and guide assigned students toward mastery of goals.
- Utilize instructional techniques and appropriate instructional material as prescribed by classroom teacher.
- Communicate to student about IEP goals regularly; correct student errors in a positive and timely manner.
- Communicate any concerns to the classroom teacher and Education Specialist regarding student performance and behavior.
- Assist in tracking the completion of homework and course work.
- Follow all policies for classroom procedures.
- Complete logs on a daily basis (if required). Submit accurate and complete logs on time to parent and Education Specialist if required.
- Implement interventions as prescribed in the treatment plan.
- Complete incident and/or accident reports within specified time requirements, as needed.
- Keep student information confidential at all times.
- Follow established Fortune School Norms.

KNOWLEDGE, SKILLS AND ABILITY TO:

- Work with students in small groups, 1:1 and large groups.
- Work with students with learning disabilities.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Office environment: constant interruptions.
- Outdoor environment: driving a personal vehicle to conduct work; visit school sites; travel to other organizations and companies; meetings and workshops

EDUCATION AND EXPERIENCE

BA Degree is required.

CLEARANCES Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



REPORTS TO: Principal CALENDAR: II m	onths
POSITION TITLE: Behavior Technician CLASSIFICATION: Non-E	xempt

GENERAL SUMMARY: The Behavior Technician is responsible for creating and maintaining a safe and secure campus while providing excellent customer service to students, parents and school personnel and consistently follows routine safety procedures and maintains a high standard of order, discipline and efficiency of safety operations and grounds.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Patrols school grounds, buildings and restrooms to ensure rules are being followed, prevent vandalism and to
 ensure adequate security.
- Refer student behavioral problems to appropriate staff for correction.
- Encourages and promotes courtesy among students.
- Instill and reinforces the culture of high expectations and excellence.
- Model and observes that the safety rules are obeyed.
- Monitor classrooms, offices, restrooms, multipurpose rooms, corridors, sidewalks, grounds, etc.).
- Inspects school facilities taking preventative measures to avoid accidents and injuries.
- Responds to immediate safety and/or operational concerns (e.g. unauthorized persons, alarms,
- Assure building security by locking/unlocking doors at appropriate time, recognizing and correcting unsafe security conditions or reporting condition to appropriate personnel or authorities.
- Perform other duties as assigned

KNOWLEDGE OF: Safety practices and procedures; the basic principles of first aid. Knowledge of school policies and procedures.

SKILLS AND ABILITY TO: Create a safe and friendly environment. Communicate, articulate and carry out instructions. Inform supervisor of any needs and concerns; carry out oral and written instructions; observe and report safety hazards and need for maintenance repair; communicate with diverse groups; work as part of a team; be punctual and in attendance. Learn and enforce school rules in areas of responsibility; maintain positive relationship with adolescents; deal tactfully and effectively with adolescents and adults; work independently and make decisions within the framework of established guidelines; keep records and maintain reports adhere to safety practices; be proactive.

WORKING ENVIRONMENT/PHYSICAL DEMANDS:

- Standing and walking for extended periods of time. Run on occasion.
- Reach overhead, above shoulders and horizontally, bend at the waist, kneel or crouch.
- Lift 20 pounds using proper lifting methods.
- Indoor and outdoor climate.

VIII.B.420.

EDUCATION AND EXPERIENCE

- High School Diploma
- College coursework is desirable but not required
- CPR and First Aide preferred
- Experience in youth related activities
- Experience working in a school setting

CLEARANCES

Criminal Justice/Fingerprint Clearance TB Clearance

> For an Application: <u>www.edjoin.org</u> Search Fortune School

This position description intends to describe the general nature and level of work being performed by people assigned to this position. It is not intended to include all duties and responsibilities. The order in which duties and responsibilities are listed is not significant.



Sacramento Teacher Salary Schedule

Effective January 1, 2021

Level	Salary
Intern (Step 1)	\$53,387
Intern (Step 2)	\$53,527
Intern (Step 3)	\$53,667
BA + Credential (Step 1)	\$53,807
BA + Credential (Step 2)	\$53,947
BA + Credential (Step 3)	\$54,088
BA + Credential (Step 4)	\$54,228
BA + Credential (Step 5)	\$54,368
BA + Credential (Step 6)	\$56,301
BA + Credential (Step 7)	\$58,401
BA + Credential (Step 8)	\$60,836
BA + Credential (Step 9)	\$62,249
BA + Credential (Step 10)	\$64,471
BA + Credential (Step 11)	\$66,044
BA + Credential (Step 12)	\$67,536
MA + Credential (Step 1)	\$54,989
MA + Credential (Step 2)	\$55,129
MA + Credential (Step 3)	\$55,269
MA + Credential (Step 4)	\$55,409
MA + Credential (Step 5)	\$57,444
MA + Credential (Step 6)	\$59,593
MA + Credential (Step 7)	\$61,781
MA + Credential (Step 8)	\$64,326
MA + Credential (Step 9)	\$66,914
MA + Credential (Step 10)	\$68,231
MA + Credential (Step 11)	\$70,474
MA + Credential (Step 12)	\$72,786
Ph.D. Stipend	\$1,100

Induction (formerly BTSA) will be paid by Fortune School of Education.

Entering teachers will be granted credit for a maximum of 10 years teaching experience. Experience must be as a full time, credentialed teacher in a K-12 public school setting in the United States. Experience credit shall not be given for practice teaching, military service, summer school, college level experience or adult experience.

	FS	WLCP	EWCP	ARCP	HMCP	ECHS	FMS	TPCP	New 6-8	Fortune Charter
Enrollment: Charter Schools	310	310	180	310	406	235	180	210		2,141
Average Daily Attendance - Projected	294	289	165	285	373	216	165	193	0	1,980
Unduplicated Count	241	241	140	241	316	183	140	164	0	1,667
Unduplicated Count Percentage										77.88%
Local District Percentage										88.49%
CMO Support % Teacher Support % Data & Analytical Support %	12.0% 4.00% 2.00%	12.00% 4.00% 2.00%	4.00% 4.00% 2.00%	12.00% 4.00% 2.00%	12.00% 4.00% 2.00%	10.00% 4.00% 2.00%	4.00% 4.00% 2.00%	12.00% 4.00% 2.00%		
LCFF Entitlement per ADA										\$11,097
2021-22 Revenue	\$4,191,960	\$4,146,022	\$2,227,811	\$4,015,022	\$5,262,339	\$3,725,602	\$2,417,625	\$3,323,580	\$ 0 \$	29,309,962
Expense	\$3,811,738	\$3,674,574	\$2,115,267	\$3,736,495	\$4,747,272	\$3,687,591	\$2,365,730	\$3,260,610	\$ 0\$	27,399,277
Excess (Deficiency)	\$380.222	<u>\$471,449</u>	\$112.544	\$278.527	\$515.067	\$38.011	\$51.895	<u>\$62.970</u>		81.910.685
					- - - -					
2022-23		900 <u>7</u> 70 000	¢7 700 676	0 100 110	¢6 667 760	¢1 267 166	¢7 206 674	¢1 675 060	e G	040 700
Yevenue	44,018,007	⊅4,∠41,330	\$7,200,070	\$4,130,310	007' /00'0¢	\$4,307,400	\$2,300,021	44,010,90Z	ф Оф	01,970,400
Expense	\$3,903,809	\$3,766,968	\$2,149,263	\$3,808,413	\$4,950,332	\$4,338,686	\$2,386,375	\$4,126,172	\$0 \$	29,430,018
Excess (Deficiency)	\$415,198	\$481,028	\$139,413	\$322,097	\$606,917	\$28,780	\$246	\$549,790		\$2,543,470
2023-24 Revenue	\$4,432,577	\$4,367,276	\$2,355,298	\$4,277,773	\$5,893,416	\$4,614,712	\$2,395,109	\$4,764,036	\$2,152,473 \$	35,252,669
Expense	\$3,983,301	\$3,809,342	\$2,186,472	\$3,879,899	\$5,176,581	\$4,081,915	\$2,379,838	\$4,189,564	\$2,058,511 \$	31,745,423
Excess (Deficiency)	\$449,277	<mark>\$557,934</mark>	<mark>\$168,826</mark>	<mark>\$397,874</mark>	<mark>\$716,835</mark>	<mark>\$532,797</mark>	<mark>\$15,271</mark>	<mark>\$574,472</mark>	\$93,962	<mark>83,507,247</mark>

FY 2022 - FY 2024 Charter Renewal Budget

415

APPENDIX 11

FY 2022 - FY 2024 Charter Renewal Budget Fortune School - Consolidated

Fund 05

		2021-22	2022-23	2023-24
Funded ADA		1,980	2,129	2,277
LCFF Entitlement	\$11,097	\$21,972,716	\$24,259,751	\$26,719,485
8096 Transfers to Charter Schools in Lieu of Pr	operty Taxes	\$0	\$0	\$0
8012 Education Protection Act Funds		\$1,925,222	\$2,070,100	\$2,214,006
8011 LCFF - State Aid	-	\$20,047,494	\$22,189,651	\$24,505,479
Total Local Control Funding Formula S	ources	\$21,972,716	\$24,259,751	\$26,719,485
Federal Revenues 8181 Special Education Entitlement 8182 Special Education Discretionary Grants - 1 8220 Child Nutrition Programs 8220 Child and Adult Care Food Program 8290 Title I /Title IV 8290 Title II 8290 Other Federal Revenue Total Federal Revenues	\$125.00 Mental Health	\$236,250 \$0 \$1,044,665 \$657,336 \$557,313 \$56,511 \$526,007 \$3,078,082	\$267,625 \$0 \$1,124,160 \$704,931 \$568,607 \$56,511 \$356,609 \$3,078,442	\$280,250 \$0 \$1,171,782 \$737,210 \$634,624 \$64,743 \$656,041 \$3,544,651
Other State Revenues 8520 Child Nutrition Programs 8520 Child and Adult Care Food Program		\$87,227 \$45,782	\$93,886 \$49,097	\$97,737 \$51,346
8520 School Breakfst Program Expansion Gran	t	\$0	\$0	\$0
8560 State Lottery (begins in FY2015-16) 8560 State Lottery PX	\$150.00	\$307,282 \$0	\$301,053 ¢0	\$323,401 ¢0
8560 State Lottery - Restricted	\$49.00	φ0 \$100.379	\$98.344	φ0 \$105 644
8560 State Lottery - Restricted-PY	¢10.00	\$0	\$0	\$0
8590 SB740 Facilities Reimbursement		\$2.271.841	\$2.516.345	\$2.674.337
8590 SB740 Facilities Reimbursement - PY Adi	ustment	\$0	\$0	\$0
8590 Classified Employee PD Block Grant		\$0	\$0	\$0
8590 SSID/STAR/CELDT Testing Reimbursem	ents	\$0	\$0	\$0
8590 State COVID-19 Funds GF		\$0	\$0	\$0
8550 Mandate Block Grant	\$17.11	\$36,028	\$40,694	\$44,965
8550 One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590 Mental Health per ADA		\$88,800	\$81,600	\$96,000
8792 Special Education Entitlement	\$634.00	\$1,210,573	\$1,340,501	\$1,478,041
Total State Revenues		\$4,147,911	\$4,521,520	\$4,871,470
Other Local Revenue				
8634 Food Service Sales		\$51,252	\$53,774	\$57,064
8631 Sale of Equipment and Supplies		\$0	\$0 \$0	\$0 \$0
8699 All other Local Revenue - Unrestricted Do	nations/Fundraising	\$U	\$U	\$U
8699 All Other Local Revenue - Facility Use	-	\$60,000	\$60,000	\$60,000
Total Local Revenue		\$111,252	\$113,774	\$117,004
Other Financing Sources				
8972 Proceeds From Capital Leases		\$0	\$0	\$0
89/9 Proceeds From II Loans		\$0	\$0	\$0 \$7
8980 Contribution to Athletic Department	-	\$0	\$0	\$0
i otai Financing Sources		\$0	\$0	\$0
Total Revenues and Other Financing	y Sources	\$29,309,962	\$31,973,488	\$35,252,669

Resource 0000 - Unrestricted General Education			
1100 Certificated Teachers' Salaries	\$3,499,6	13 \$4,009,126	\$4,305,150
1130 Certificated Teachers' Salaries - subs	\$273,7	50 \$296,250	\$318,000
1300 Certificated Supervisors' and Administrators' Salaries	\$544,1	46 \$559,628	\$575,573
1900 Other Certificated Salaries		\$0 \$0	\$0
2100 Classified Instructional Salaries	\$255,3	57 \$276,043	\$284,184
2200 Noncertificated Support Salaries	\$633,5	28 \$634,155	\$716,486
2300 Noncertificated Sup and Admin Salaries	\$123,6	00 \$127,308	\$131,127
2400 Clerical, Technical and Office Staff Salaries	\$613,0	06 \$631,396	\$693,956
1200 Certificated Pupil Support Salaries	\$66,6	56 \$128,656	\$132,516
2900 Other Classified Salaries	\$587,6	48 \$612,550	\$669,299
3301 OASDI/Medicare/Alternative, certificated positions	\$366,8	02 \$410,939	\$432,933
3302 OASDI/Medicare/Alternative, classified positions	\$194,2	64 \$200,233	\$221,357
3401 Health and Welfare, certificated positions	\$649,4	92 \$868,541	\$944,124
3402 Health and Welfare, classified positions	\$397,3	30 \$414,121	\$441,188
3501 State Unemployment Insurance, certificated	\$83,5	00 \$83,500	\$94,500
3502 State Unemployment Insurance, classified		\$0 \$0	\$0
3601 Workers' Compensation, certificated positions	\$46,7	20 \$53,140	\$55,403
3602 Workers' Compensation, classified positions	\$22,5	52 \$23,249	\$26,773
4100 Approved Textbooks and Core Curricula Materials	\$563,0	00 \$496,251	\$557,817
4200 Books and Other Reference Materials		\$0 \$0	\$0
4300 Materials and Supplies		\$0 \$0	\$0
Instructional (\$1,000 returning/\$1,500 new classes)	\$95.7	00 \$101,200	\$109,200
Recess/Incentives	\$18.3	50 \$18.350	\$19.850
Case-It Binders with Logo for MS and HS students	\$11.2	00 \$13.700	\$17.500
Other (Office/clerical)	\$135.0	00 \$140.000	\$148.000
Custodial Supplies (includes \$3,100 start up supplies)	\$108.6	00 \$113.600	\$128.600
Bark Replacement	\$2.7	00 \$2,700	\$2.700
PE Uniforms	\$8.0	00 \$8.000	\$9.000
Promotional Material	+-,-	\$0 \$0	\$0
Parent Academy Food and Materials	\$12.0	00 \$12,000	\$13 500
Advocacy Day Food and SWAG	\$14.4	00 \$14 400	\$16,200
Instructional- Science curriculum supplies	\$6.5	00 \$6,500	\$7,500
4400 Non-capitalized equipment	+-,-	\$0 \$0	\$0
Technology	\$27.0	00 \$44,000	\$44 000
Furniture	\$11.5	00 \$23,500	\$23,500
5200 Travel and Conferences - Parent Academy Presenters	\$3.1	00 \$3 100	\$3,300
5300 Dues and Memberships	ψ0,1	\$0 \$0 \$0	¢0,000 \$0
CSDC	\$3.00 \$6.9	06 \$6 906	\$7 392
CCSA	\$10.00 \$23.0	20 \$23.020	\$24 640
Ed loin	\$8	00 \$800	\$900
Other Dues and Membershins	ψυ \$ 0 2	47 \$13.806	\$300 \$18 365
5400 Insurance	ψ3,2 \$136 0	47 \$19,000 00 \$140.000	\$157 500
5500 Operations and Housekeeping	φ150,0	\$0 \$140,000 \$0 \$0	00, 101 پ ۵¢
Litilities (per square foot per mo)	¢381 0	ΨΟ ΨΟ 07 \$384,850	Ψ0 \$380 650
Alarm Monitoring (Fire and Burglar)	φ301,9 ¢34.2	07 ψ304,039 10 ¢34,010	\$509,009 \$54,866
	φ04,2 ¢10.9	12 \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\	\$J4,000 \$11,208
5600 Pontale Leases Panairs	φ10,0	\$0 \$10,090 ¢0 ¢0	φ11,290 ¢0
Sour Rentals, Leases, Repairs	¢4 260 1	ቅር ውስ ውስ ውስ 20 ውስ	ΦΕ 014 636
Pacility Refit	φ4,300,1 ¢64.0	52 φ4,654,052	\$3,014,030 ¢70,000
	\$04,U \$00,5	00 \$65,000	\$70,000
	\$00,5 ¢400,0	53 \$29,700	\$37,700
Copier and Credit Card Terminal Lease	\$166,0		\$186,000 \$186,000
57 TO Gharge IOF Almenics	\$344,5	∠o \$338,889	\$345,770 ¢2
		ου \$0 •••	\$0
DTOA Officered		\$U \$0	\$0
BISA Stipena		ψ υ \$0	\$0

Shredding Service (Cintas)		\$4,920	\$4,920	\$5,580
SAYS Elective		\$55,400	\$55,600	\$74,010
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$63,900	\$65,900	\$74,500
CRC Per Semester Fees		\$0	\$410	\$410
Landscape Maintenance		\$45,820	\$47,320	\$53,320
Other Services and Expense (includes finance charges)		\$38,500	\$34,500	\$36,500
Hearing and Vision Screening		\$20,040	\$21,080	\$22,550
Printing and Reproduction		\$29,318	\$33,080	\$35,811
Bottled Water		\$3,368	\$3,368	\$3,368
Fitness Classes - Women's Wellness Club		\$4,000	\$4,000	\$4,500
Legal Expenses		\$8,750	\$8,750	\$9,250
Annual Permits and Fees (Alarm)		\$2,700	\$2,700	\$2,900
Parent Square	\$5.00	\$10,370	\$11,160	\$11,950
Illuminate Licenses (Grading and Assessment)	\$6.78	\$15,236	\$17,482	\$18,615
Aeries License (SIS)	\$10.00	\$18,540	\$20,740	\$22,320
MAP Testing Fees	\$12.50	\$25,925	\$27,900	\$29,875
Edmentum Licenses/Moby Max		\$33,880	\$33,880	\$38,115
Student Persistence Incentive Trips		\$10,300	\$10,300	\$13,300
Leadership Elective Programming (U-Can)		\$60,000	\$60,000	\$60,000
Business Services (Audit)		\$48,000	\$48,000	\$54,000
Printing and Reproduction - Curriculum Materials		\$58,754	\$62,713	\$62,709
Unsecured Property Tax		\$13,975	\$13,975	\$14,800
IT Services		\$290,500	\$290,500	\$267,000
IT Services Renewals (AV, Firewall, Server Warranties)		\$23,117	\$21,888	\$25,071
Embroider Binders with Logo for MS & HS students		\$9,840	\$10,840	\$16,440
Emergency Preparedness Plan		\$8,160	\$8,160	\$9,320
Website Update (C-Spot)		\$0	\$0	\$2,500
Credit Card Processing Fees		\$8,900	\$8,900	\$10,700
CMO Support (% of Revenue Limit & Block Grant)		\$2,303,892	\$2,558,833	\$2,765,222
Teacher Support (% of Revenue Limit & Block Grant)		\$874,562	\$965,924	\$1,064,177
Data & Analytical Support (% of Revenue Limit & Block Grant)		\$441,193	\$486,981	\$536,231
District Oversight (% of Revenue Limit & Block Grant)	1%	\$219,727	\$242,598	\$267,195
5900 Communications		\$0	\$0	\$0
Postage & Postage Meter Rental		\$23,422	\$23,422	\$25,422
Additional wireless		\$13,380	\$13,380	\$13,380
Cell Phone Service		\$34,380	\$34,380	\$40,880
Smart Voice and Internet		\$181,140	\$181,140	\$197,140
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$15,000
7310 Indirect Costs		(\$190,160)	(\$198,742)	(\$209,852)
7438 Debt Service - Interest (TI/Playground)		\$39,228	\$40,794	\$41,335
7439 Debt Service - Principal (TI/Playground)		\$108,171	\$110,079	\$109,538
7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)	_	\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$19,942,359	\$21,783,734	\$23,307,042
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services	_	\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 0500 - Fortune Athletic Department (including Drumline)

2100 Classified Instructional Salaries	\$50,500	\$50,500	\$50,500
2300 Noncertificated Sup and Admin Salaries	\$153,346	\$157,947	\$162,685
2400 Clerical, Technical and Office Staff Salaries	\$2,500	\$2,500	\$2,500
3302 OASDI/Medicare/Alternative, classified positions	\$18,185	\$18,609	\$19,046
3402 Health and Welfare, classified positions	\$39,825	\$41,418	\$43,075
3602 Workers' Compensation, classified positions	\$2,167	\$2,215	\$2,265
4300 Materials and Supplies	\$0	\$0	\$0
Equipment: Basketball	\$1,500	\$1,500	\$1,500
Equipment: Cheer	\$500	\$500	\$500
Equipment: Track	\$3,000	\$3,000	\$3,000
Equipment: Volleyball	\$500	\$4,000	\$4,000
Equipment: Soccer	\$3,000	\$1,500	\$1,500
Uniforms: Basketball	\$7,500	\$5,000	\$5,000
Uniforms: Cheer	\$800	\$2,000	\$2,000
Uniforms: Track	\$5,000	\$5,000	\$5,000
Uniforms: Volleyball	\$1,000	\$5,000	\$5,000
Uniforms: Soccer	\$1,500	\$1,500	\$1,500
Advertising & Promotional Materials	\$5,000	\$7,500	\$7,500
Administrative	\$600	\$600	\$600
Drumline	\$5,000	\$5,000	\$5,000
4400	\$0	\$0	\$0
Technology	\$0	\$0	\$0
Non Capital Equipment (includes mascot costume)	\$0	\$0	\$0
5200 Travel and Conference	\$0	\$0	\$0
5300 Dues and Memberships	\$0	\$0	\$0
CIF License/ Registration Fees	\$4,000	\$4,500	\$4,500
5400 Insurance	\$2,000	\$2,000	\$2,000
5500 Operations and Housekeeping	\$0	\$0	\$0
Utilities (per square foot per mo.)	\$0	\$0	\$0
5600 Rentals, Leases, Repairs			
Gym Rentals	\$0	\$0	\$0
Instruments	\$5,000	\$5,000	\$5,000
5710 Charge for Athletics and Drumline	(\$344,523)	(\$338,889)	(\$345,770)
5800 Professional/Consulting Services	\$0	\$0	\$0
Transportation	\$0	\$0	\$0
Team Photos	\$2,000	\$2,000	\$2,000
Website Development	\$0	\$0	\$0
Coach Background Checks	\$200	\$200	\$200
Officials	\$7,000	\$7,000	\$7,000
Tournament Fees	\$0	\$0	\$0
Other services and expenses	\$1,000	\$1,000	\$1,000
Drumline Transportation	\$1,000	\$1,000	\$1,000
5900 Communications	\$0	\$0	\$0
Cell Phone Service	\$900	\$900	\$900
6400 Furniture & Equipment	\$20,000	\$0	\$0
Total Resource 0500 - Athletic Department	\$0	\$0	(\$0)
Descurse (400 Letters: Unrectricted			
A200 Materials and Supplies	ድሶ	¢O	ድር
Food and SWAC for parent condemics and convertion	φU ¢0	φ0 Φ0	φ0 Φ0
	ቅሀ ድር ዓይር	۵۵ ۵۵ م۰ م۰	۵۵ د د د د ک
roou loi meetings	\$9,80U	φ IU, IUU ¢0 500	φιυ,600
Tuga Wals/Dooks	\$ŏ,∠⊃U	φd,500	φ9,000 ¢4,000
neauphones for Uniformebooks	\$1,200	\$1,200 ¢≏	\$1,200
Food/Materials for Relay Seminars	\$U	\$U	\$U
SZUU TTAVELANG CONTERENCES	\$21,500	\$23,500	\$26,500
	M404 500	#400 F00	MAEE 500

5800 Cal Poly 5th Grade Trip		\$36,000	\$48,000	\$54,000
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$208,300	\$224,800	\$256,800
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$1,806,431	\$1,858,077	\$2,021,427
3301 OASDI/Medicare/Alternative, certificated positions		\$146,037	\$152,485	\$162,962
3401 Health and Welfare, certificated positions		\$307,501	\$325,198	\$362,478
3601 Workers' Compensation, certificated positions		\$18,968	\$19,510	\$21,225
4100 Approved Textbooks and Core Curricula Materials		(\$353,714)	(\$285,170)	(\$354,086)
Total Resource 1400 - EPA Funds		\$1,925,222	\$2,070,100	\$2,214,006
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$273,289	\$279,871	\$320,978
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$68,106	\$70,095	\$72,144
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$20,907	\$21,410	\$24,555
3302 OASDI/Medicare/Alternative, classified positions		\$5,210	\$5,362	\$5,519
3401 Health and Welfare, certificated positions		\$8,157	\$8,484	\$8,823
3402 Health and Welfare, classified positions		\$4,440	\$4,618	\$4,803
3601 Workers' Compensation, certificated positions		\$2,870	\$2,939	\$3,370
3602 Workers' Compensation, classified positions		\$715	\$736	\$758
4300 Materials and Supplies		\$33.600	\$33.600	\$36.100
4100 Approved Textbooks and Core Curricula Materials		\$25,439	\$25,439	\$26.345
4200 Books and Other Reference Materials		\$9,887	\$9.887	\$13.078
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions		\$0	\$0 \$0	\$0
5600 Rentals Leases Repairs		\$29,000	\$29,000	\$32,000
5900 Communications		\$0	\$0 \$0	\$0_,000
5800 Consulting Services		\$0	\$0 \$0	\$0
Tuition		\$0	\$0 \$0	¢0 \$0
Contracted Services		¢≎ \$875	\$875	φ0 \$1.000
Contracted Substitutes		\$125	\$070 \$125	¢1,000 \$125
Bus Passes		\$2,000	\$2,000	\$2 250
Printing		ψ2,000 ¢0	φ2,000 ¢0	ψ2,200 ¢0
7350 Administrative Costs	15 00%	ΨU \$72 603	φ0 \$74 166	φυ \$82 777
Total Resource 3010 - Title Part A	13.00 %	\$557 313	\$568 607	\$634 624
		φ 3 57,515	\$308,007	\$034,024
Posource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$20 642	\$30 509	\$31 /03
2200 Classified instituctional Salahes		¢2,042	¢0,009	\$31,403 \$2,402
2402 Health and Welfere, elegatified positions		\$2,200 ¢0	φ2,334 ¢0	φ2,402 ¢0
2602 Workers! Componentian, classified positions		Φ Φ211	υφ ΟςςΦ	0¢ 0¢
5002 Workers Compensation, classified positions		कुउ । । ¢100,700	φ320 ¢224 747	φევე 770
7210 Indirect Costs	F 00%	\$192,700 \$11,250	φ221,717 ¢10.744	φ232,770 ¢12 245
Tatal Deserves 2240 - Oresial Edu DEA	5.00%	\$11,250	\$12,744	\$13,345
Total Resource 3310 - Special Ed: IDEA		\$Z30,Z3U	\$207,025	\$260,250
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salarias		¢∩	¢∩	ድብ
3301 OASDI/Medicare/Alternative certificated positions		ቃ0 ድብ	ው ው	ው ው
3601 Workers' Componentiation partificated positions		Φ0	¢Ο ΦU	ው ው
5200 Travel and Conferences		ው ው	ው ው	ው ው
5200 Havel and connection		¢02 400	¢05 400 ⊅0	04 000 50⊅
ozor Event Negistration		φ 2 0,400	φ 2 3,400	φ∠1,000

5602 Temporary Rentals		\$0	\$0	\$0
5800 Consulting Services		\$20,800	\$20,800	\$24,000
5801 Software Licenses		\$9,620	\$9,620	\$10,660
5810 Catering		\$0	\$0	\$0
7350 Administrative Costs	5.00%	\$2,691	\$2,691	\$3,083
Total Resource 4035 - Title II		\$56,511	\$56,511	\$64,743
Resource 4610 Public Charter School Grants				
1100 Certificated Teachers' Salaries		\$0	\$0	\$0
2300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$166,860	\$171,866	\$177,022
2100 Classified Instructional Salaries		\$26,055	\$26,815	\$27,598
3301 OASDI/Medicare/Alternative, certificated positions		\$19,439	\$20,022	\$20,623
3302 OASDI/Medicare/Alternative, classified positions		\$1,993	\$2,051	\$2,111
3401 Health and Welfare, certificated positions		\$28,326	\$29,460	\$30,638
3402 Health and Welfare, classified positions		\$2,220	\$2,309	\$2,401
3601 Workers' Compensation, certificated positions		\$1,752	\$1,805	\$1,859
3602 Workers' Compensation, classified positions		\$274	\$282	\$290
4100 Approved Textbooks and Core Curricula Materials		\$35,000	\$35,000	\$80,000
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies		\$0	\$0	\$0
Case-It Binders with Logo - binder cost		\$2,500	\$0	\$4,000
PE Athletics/Science and Music Supplies		\$5,000	\$0	\$15,000
4400 Non-capitalized equipment		\$0	\$0	\$0
Technology		\$60,000	\$15,000	\$75,000
Furniture		\$130,000	\$40,000	\$190,000
5300 Dues and Subscriptions (AVID)		\$9,118	\$0	\$0
5800 Professional/Consulting Services		\$0	\$0	\$0
Cal Poly Curriculum Development		\$0	\$0	\$0
Leadership Elective Programming		\$0	\$0	\$0
Transportation		\$0	\$0	\$0
IT Services Renewals (AV, Firewall, Server Warranties)		\$0	\$0	\$0
Case-It Binders with Logo for MS and HS students & printing		\$12,000	\$12,000	\$27,000
U-Can College Admittance Program		\$0	\$0	\$0
CRC Per Semester Student Fees		\$470	\$0	\$0
Emergency Preparedness Plan		\$0	\$0	\$2,500
Legal and Appraisal Expenses		\$0	\$0	\$0
Relay Graduate School Tuition		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5710 Charge for Athletics		\$0	\$0	\$0
6400 Furniture & Equipment		\$25,000	\$0	\$0
Total Resource 4610 Public Charter School Grants		\$526,007	\$356,609	\$656,041
Resource 5310 Child Nutrition Program				
2200 Noncertificated Support Salaries		\$184,494	\$189,501	\$195,030
3302 OASDI/Medicare/Alternative, classified positions		\$15,891	\$16,326	\$16,802
3402 Health and Welfare, classified positions		\$14,526	\$15,835	\$16,468
3602 Workers' Compensation, classified positions		\$1,937	\$1,990	\$2,048
4300 Materials and Supplies		\$7,750	\$7,750	\$8,750
4400 Non-capitalized equipment		\$2,800	\$2,800	\$3,300
4700 Food		\$958,803	\$1,028,752	\$1,075,869
5600 Rentals, Leases, Repairs		\$4,500	\$4,500	\$5,000
5800 Professional Consulting Services		\$7,836	\$7,836	\$8,313
7310 Indirect Costs	5.00%	\$59,927	\$63,765	\$66,579
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0

Total Resource 5310 Child Nutrition Program		\$1,258,464	\$1,339,055	\$1,398,160
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$30,879	\$31,773	\$37,314
3302 OASDI/Medicare/Alternative, classified positions		\$2,793	\$2,874	\$3,310
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$324	\$334	\$392
4300 Materials and Supplies		\$4,500	\$4,500	\$5,500
4700 Food		\$505,532	\$541,525	\$565,949
5800 Charge for Program Technician		\$68.288	\$70.974	\$73.034
7310 Indirect Costs	5.00%	\$26,125	\$27.712	\$29.294
	_	\$638,440	\$679,691	\$714,793
Resource 6300 Lottery				
4100 Approved Textbooks and Core Curricula Materials (Lottery)		\$16,133	\$18,057	\$20,653
5800 Printing and Reproduction - Curriculum Materials		\$84,246	\$80,287	\$84,991
Total Resource 6300 Lottery	_	\$100,379	\$98,344	\$105,644
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$400,841	\$411,238	\$449,079
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$144,564	\$148,788	\$153,138
3301 OASDI/Medicare/Alternative		\$34,506	\$35,352	\$38,298
3302 OASDI/Medicare/Alternative, classified positions		\$11,059	\$11,382	\$11,715
3401 Health and Welfare		\$76,275	\$79,998	\$87,516
3402 Health and Welfare, classified positions		\$9,777	\$10,249	\$10,746
3601 Workers' Compensation		\$4,209	\$4,318	\$4,715
3602 Workers' Compensation, classified positions		\$1,518	\$1,562	\$1,608
4200 Books and Other Reference Materials		\$13,750	\$13,750	\$16,000
4300 Materials and Supplies		\$14,250	\$14,250	\$16,000
4400 Non-capitalized equipment		\$800	\$800	\$800
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$12,500	\$12,500	\$14,000
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$192,780)	(\$221,717)	(\$232,770)
5800 Charge for Program Specialist		\$815,844	\$842,781	\$869,381
7310 Indirect Costs	5.00%	\$67,356	\$68,263	\$72,011
Total Resource 6500 - Special Ed	_	\$1,414,469	\$1,433,514	\$1,512,238
Resource 6512 Mental Health				
2100 Classified Instructional Salaries		\$451,113	\$464,288	\$503,728
3302 OASDI/Medicare/Alternative, classified positions		\$34,510	\$35,518	\$38,535
3402 Health and Welfare, classified positions		\$19,701	\$20,489	\$24,906
3602 Workers' Compensation, classified positions		\$4,737	\$4,875	\$5,289
5100 Subagreements for Services		\$0	\$0	\$0
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
7310 Indirect Costs	5.00%	\$25,503	\$26,259	\$28,623
Total Resource 6512 Mental Health		\$535,564	\$551,429	\$601,082
Total Expenses		\$27,399,277	\$29,430,018	\$31,745,423
Excess of Revenue over Expenditures		\$1,910,685	\$2,543,470	\$3,507,247
Unrestricted Beginning Fund Balance		\$0	\$0	\$0
Restricted Beginning Fund Balance	_	\$0	\$0	\$0

Beginning Fund Balance	_	\$3,851,170	\$5,761,856	\$8,305,326
Projected Ending Fund Balance	_	\$5,761,856	\$8,305,326	\$11,812,573
Reserved for Economic Uncertainty*	5%	\$990,179	\$1,049,698	\$1,104,494
Reserved for Fundraising		\$0	\$0	\$0
Undesignated		\$5,257,391	\$7,191,553	\$9,975,570
Projected Ending Fund Balance	=	\$6,247,571	\$8,241,251	\$11,080,064
Contribution to (from) Unrestricted for Food Service		(\$61,893)	(\$46,672)	(\$54,877)
Contribution to (from) Unrestricted for Special Education		(\$203,896)	(\$93,013)	(\$34,197)

 * - Per MOU, based on 5% of LCCF

Charter School Assumptions Budget Assumptions Page

	2021-22	2022-23	2023-24
COLA	1.50%	2.98%	3.05%
(Deficit) Restoral Factor	2.34%	0.00%	0.00%
LCFF Entitlement-HBCP	\$11,424	\$11,676	\$11,949
LCFF "Blended" Entitlement-FS	\$11,097	\$11,395	\$11,735
EPA Entitlement - HBCP	\$372,470	\$372,470	\$394,955
EPA Entitlement - FS	\$1,925,222	\$2,070,100	\$2,214,006
Lottery "Base"	\$150.00	\$150.00	\$150.00
Lottery "Instructional Materials"	\$49.00	\$49.00	\$49.00
"In-Lieu" Taxes per ADA-HBCP only	\$587.52	\$598.11	\$598.11
Mandate Block Grant K-8	\$17.11	\$17.33	\$17.61
Mandate Block Grant 9-12	\$46.87	\$46.87	\$46.87
SB740	\$1,229	\$1,266	\$1,305
One-Time per ADA Grants	\$0.00	\$0.00	\$0.00
El Dorado County Charter SELPA			
Special Ed-State Funding	\$634.00	\$653.00	\$673.00
Mental Health - Level 1	\$0.00	\$0.00	\$0.00
Mental Health - Level 2	\$2.400.00	\$2.400.00	\$2,400.00
Special Ed-Federal Funding	\$125.00	\$125.00	\$125.00
Association Dues			
CSDC (\$X per student/\$500 minimum)	-	\$3.00	\$3.00
CCSA (\$X per student)	\$10.00	\$10.00	\$10.00
Licenses	A0 T0	A- / -	A- 4-
Illuminate Gradebook and Assessments/student	\$6.78	\$7.17	\$7.17
Aeries SIS per student (license & hosting)	\$10.00	\$10.00	\$10.00
Parent Square	\$5.00	\$5.00	\$5.00
MAP (NWEA)	\$12.50	\$12.50	\$12.50
Fortune School of Education CMO			
Program Administration	12.00%	12.00%	12.00%
Teacher Support	4.00%	4.00%	4.00%
Data & Analytical Support	2.00%	2.00%	2.00%
Authorizer Oversight Fee	1 00%	1 00%	1 00%
Title 1 Admin	15.00%	15.00%	15.00%
Charter Approved Indirect Cost Rate	5.00%	5.00%	5.00%

LCFF Calculator Universal Assumptions										
Fortune (136275) - Second Interim						2/5/2021				
Summary of Funding										
		2020-21		2021-22		2022-23		2023-24		2024-25
Target Components:										
COLA & Augmentation		0.00%		3.84%		2.98%		3.05%		0.00%
Base Grant Proration Factor		0.00%		0.00%		0.00%		0.00%		0.00%
Add-on, ERT & MSA Proration Factor		0.00%		0.00%		0.00%		0.00%		0.00%
Base Grant		14,309,816		16,353,290		18,150,012		20,036,732		-
Grade Span Adjustment		779,202		909,728		955,013		1,003,060		-
Supplemental Grant		2,400,663		2,702,008		2,973,888		3,275,895		-
Concentration Grant		1,852,177		2,007,689		2,180,839		2,403,797		-
Add-ons		-		-		-		-		
Total Target		19,341,858		21,972,715		24,259,752		26,719,484		-
Transition Components:										
Target	\$	19,341,858	\$	21,972,715	\$	24,259,752	\$	26,719,484	\$	-
Funded Based on Target Formula (PY P-2)		TRUE		TRUE		TRUE		TRUE		TRUE
Floor		18,910,676		20,767,131		22,329,910		23,882,200		-
Remaining Need after Gap (informational only)		-		-		-		-		-
Gap %		100%		100%		100%		100%		100%
Current Year Gap Funding		-		-		-		-		-
Miscellaneous Adjustments		-		-		-		-		-
Economic Recovery Target		-		-		-		-		-
Additional State Aid		-		-		-		-		-
Total LCFF Entitlement	\$	19,341,858	\$	21,972,715	\$	24,259,752	\$	26,719,484	\$	-
Components of LCFF By Object Code										
		2020-21	-	2021-22		2022-23		2023-24		2024-25
8011 - State Ald	Ş	15,976,533	Ş	20,047,493	Ş	22,189,652	Ş	24,505,478	Ş	-
8011 - Fair Share 9211 & 8500 - Categoricals										
6511 α 6590 - Categoricais FPΔ (for LCFE Calculation purposes)		3 365 325		1 925 222		2 070 100		2 214 006		-
Local Revenue Sources:		3,303,323		1,723,222		2,070,100		2,217,000		
8021 to 8089 - Property Taxes		-		-		-		-		-
8096 - In-Lieu of Property Taxes		-		-		-		-		-
Property Taxes net of in-lieu			_							-
TOTAL FUNDING	\$	19,341,858	\$	21,972,715	\$	24,259,752	\$	26,719,484	\$	-
								4		4
Basic Aid Status	~	-	~	-	~	-	~	Ş -	~	Ş -
Less: Excess Taxes	ې د	-	ې د	-	ې د	-	ې د	-	ې د	-
Less: EPA III Excess to Lorr running	ږ ۲	-	ې د	-	ې د	-	ې د	-	ې د	-
Total Phase-III Entitlement	Ş	13,341,030	Ş	21,572,713	Ş	24,233,132	Ş	20,/13,404	Ş	-
EPA Details										
% of Adjusted Revenue Limit - Annual		36.47280930%		19.0000000%		19.0000000%		19.0000000%		19.0000000%
% of Adjusted Revenue Limit - P-2		36.47280930%		19.0000000%		19.0000000%		19.0000000%		19.0000000%
EPA (for LCFF Calculation purposes) 8012 - EPA, Current Year Receipt	\$	3,365,325	\$	1,925,222	\$	2,070,100	\$	2,214,006	\$	-
(P-2 plus Current Year Accrual) 8019 - EPA, Prior Year Adjustment		3,365,325		1,925,222		2,070,100		2,214,006		-
(P-A less Prior Year Accrual)		-		-		-		-		-
		-		-		-		-		-

LCFF Calculator Universal Assumptions					
Fortune (136275) - Second Interim			2/5/2021		
Summary of Student Population					
	2020-21	2021-22	2022-23	2023-24	2024-25
Unduplicated Pupil Population					
Enrollment	1,890	2,141	2,302	2,464	-
COE Enrollment	-	-	-	-	-
Total Enrollment	1,890	2,141	2,302	2,464	-
Unduplicated Pupil Count	1,470	1,667	1,792	1,918	-
COE Unduplicated Pupil Count	-	-	-	-	-
Total Unduplicated Pupil Count	1,470	1,667	1,792	1,918	-
Rolling % Supplemental Grant	79.5500%	78.2600%	77,8300%	77.8500%	0.0000%
Rolling % Concentration Grant	79.5500%	78,2600%	77.8300%	77.8500%	0.0000%
Ronnig 70, concentration chant	13.330070	/0.2000/2	,,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	0.00007.
FUNDED ADA					
Adjusted Base Grant ADA	Current Year	Current Year	Current Year	Current Year	Current Year
Grades TK-3	920.00	1,028.00	1,037.00	1,051.00	
Grades 4-6	460.00	470.00	568.00	605.00	-
Grades 7-8	249.00	266.00	268.00	340.00	-
Grades 9-12	174.00	216.00	256.00	281.00	-
Total Adjusted Base Grant ADA	1,803.00	1,980.00	2,129.00	2,277.00	-
Necessary Small School ADA	Current year	Current year	Current year	Current year	Current year
Grades TK-3	-	-	-	-	-
Grades 4-6	-	-	-	-	-
Grades 7-8	-	-	-	-	-
Grades 9-12	-	_	-	-	-
Total Necessary Small School ADA	-	-	-	-	-
Total Funded ADA	1803.00	1980.00	2129.00	2277.00	0.00
ACTUAL ADA (Current Year Only)					
Grades TK-3	920.00	1,028.00	1,037.00	1,051.00	-
Grades 4-6	460.00	470.00	568.00	605.00	-
Grades 7-8	249.00	266.00	268.00	340.00	-
Grades 9-12	174.00	216.00	256.00	281.00	-
Total Actual ADA	1,803.00	1,980.00	2,129.00	2,277.00	-
Funded Difference (Funded ADA less Actual ADA)	-	-	-		-
LCAP Percentage to Increase or Improve Services	2020.21	2021 22	2022.22	2022.24	2024.25
	2020-21	2021-22	2022-25	2025-24	2024-23
Current year estimated supplemental and concent \$	4,252,840 \$	4,709,697 \$	5,154,727 \$	5,679,692 \$	-
Current year Percentage to Increase or Improve Se	28.19%	27.28%	26.98%	27.00%	0.00%

Fortune School Student Demographics

	_	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:	-					
ТК		1	0	0	0	0
K-3		7	9	10	9	9
4-6		3	2	3	4	4
7-8		0	0	0	0	0
	-	11	11	13	13	13
ADA Rate		96.7%	95.51%	95%	95%	95%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		234.77	237.89	289	294	294
Projected PY Annual ADA (97%)		231.59	237.89	280	285	285
PY Annual ADA for Lottery (1.0446)		242	248	293	298	298
2019-20	K-3	4-6	7-8	Total		
Enrollment	187	58	0	245	Fall Census	
ADA	181.72	56.17	0	237.89		
Unduplicated Count				195		
2020-21	K-3	4-6	7-8	Total		
Enrollment	236	67	0	303	Fall Census	
ADA	225	64	0	289		
Unduplicated Count				235		
2021-22	K-3	4-6	7-8	Total		
Enrollment	231	79	0	310		
ADA	219	75	0	294		
Unduplicated Count				241		
2022-23	K-3	4-6	7-8	Total		
Enrollment	220	90	0	310		
ADA	209	86	0	295		
Unduplicated Count				241		
2023-24	K-3	4-6	7-8	Total		
Enrollment	218	92	0	310		
ADA	207	87	0	294		
Unduplicated Count				241		

FY 2022 - FY 2024 Charter Renewal Budget Fortune School Rolls up to Fund 05

			2021-22	2022-23	2023-24
	Funded ADA	-	294	295	294
	LCFF Entitlement	\$11,097	\$3,236,298	\$3,326,136	\$3,415,016
8096	Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012	Education Protection Act Funds		\$283,560	\$283,821	\$282,972
8011	LCFF - State Aid	-	\$2,952,737	\$3,042,315	\$3,132,044
	Total Local Control Funding Formula Sources		\$3,236,298	\$3,326,136	\$3,415,016
8181	Federal Revenues Special Education Entitlement	\$125.00	\$37,875	\$38,750	\$38,750
8182	Special Education Discretionary Grants - Mental Health		\$0	\$0	\$0
8220	Child Nutrition Programs		\$190,024	\$190,670	\$190,024
8220	Child and Adult Care Food Program		\$113,950	\$114,338	\$113,950
8290) Title I /Title IV		\$82,392	\$84,401	\$86,472
8290) Title II		\$15,782	\$15,782	\$15,782
8290	Other Federal Revenue	-	\$0	\$0	\$0
	Total Federal Revenues		\$440,022	\$443,940	\$444,977
	Other State Revenues		* / * * *	• / • / • •	* / * * * *
8520	Child Nutrition Programs		\$16,081	\$16,136	\$16,081
8520	Child and Adult Care Food Program		\$7,936	\$7,963	\$7,936
8520	School Breaktst Program Expansion Grant	* 4 5 0 0 0	\$0	\$0	\$0
8560	State Lottery	\$150.00	\$43,925	\$44,700	\$44,700
8560	State Lottery -PY	* 40.00	\$0	\$0	\$0
8560	State Lottery - Restricted	\$49.00	\$14,349	\$14,602	\$14,602
8560	OSTATE LOTTERY - RESTRICTED-PY		\$U	\$U	\$0
8590	SB/40 Facilities Reimbursement		\$241,478	\$267,467	\$286,066
8590	SB/40 Facilities Reimbursement - PY Adjustment		\$U \$0	\$U \$0	\$U \$0
8590			\$U \$0	\$U \$0	\$U
8590	SSID/STAR/CELDT Testing Reimbursements		\$U	\$U	\$0
8590	Mandata Plask Coast	* 4 7 44	\$U #4.045	\$U #E 00E	\$U #C 477
8550		\$17.11	\$4,945	\$5,095	\$5,177
8550	One-Time per ADA Grants	\$0.00	\$U	\$U	\$U
8590	Omenial Health per ADA	¢004.00	\$2,400	\$2,400	\$2,400
8792	Total Otata Deservation	\$634.00	\$179,668	\$185,693	\$190,764
	l otal State Revenues		\$510,782	\$544,056	\$567,726
0604	Other Local Revenue		¢4.050	¢4 074	¢4.050
8634			\$4,858	\$4,874	\$4,858
8631	Sale of Equipment and Supplies		\$U \$0	\$U \$0	\$U \$0
8699	All Other Local Revenue - Unrestricted Donations/Fundraising		\$U \$0	\$U \$0	\$U \$0
8699		-	\$0	\$U	\$0
	I otal Local Revenue		\$4,858	\$4,874	\$4,858
0070	Other Financing Sources		*^	# 0	# 0
09/2	Proceeds From Capital Leases		\$U	\$U \$0	\$U
89/9	Contribution to Athletic Deportment		\$U	\$U \$0	\$U
8980		-	\$U	\$U \$0	<u>\$0</u>
	I OTAL LINANCING SOURCES		\$U	\$U	\$U
	Total Revenues and Other Financing Sources		\$4,191,960	\$4,319,007	\$4,432,577

Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$458.805	\$472.569	\$486.746
1130 Certificated Teachers' Salaries - subs		\$42,000	\$42,000	\$42,000
1300 Certificated Supervisors' and Administrators' Salaries		\$94,991	\$97,692	\$100,474
1900 Other Certificated Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$61,783	\$63,604	\$65,480
2200 Noncertificated Support Salaries		\$96,236	\$98,922	\$101,688
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2400 Clerical, Technical and Office Staff Salaries		\$88,713	\$91,374	\$94,115
1200 Certificated Pupil Support Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$109,464	\$112,702	\$116,038
3301 OASDI/Medicare/Alternative, certificated positions		\$53,429	\$54,924	\$56,464
3302 OASDI/Medicare/Alternative, classified positions		\$33,013	\$33,980	\$34,977
3401 Health and Welfare, certificated positions		\$94,122	\$99.342	\$93.711
3402 Health and Welfare, classified positions		\$79.644	\$82,830	\$86,143
3501 State Unemployment Insurance, certificated		\$11.000	\$11.000	\$11.000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation certificated positions		\$6 256	\$6 429	\$6 607
3602 Workers' Compensation, classified positions		\$3 740	\$3 849	\$3,962
4100 Approved Textbooks and Core Curricula Materials (also see EPA)		\$186 740	\$199.418	\$223 478
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies		ψŪ	ψŬ	ψŰ
Instructional (\$1,000 returning/\$1,500 new) - includes PE		\$14 000	\$14 000	\$14 000
Recess/Incentives		\$2,500	\$2,500	\$2,500
Case-It Binders with Logo for MS and HS students		\$0	\$0	¢2,000 \$0
Other (Office/clerical)		\$20,000	\$20,000	\$20 000
Custodial Supplies		\$15,000	\$15,000	\$15,000
Bark Replacement - See Maintenance		\$1 100	\$1 100	\$1 100
PE Iniforms		\$0	\$0	\$0
Promotional Material		\$0 \$0	\$0 \$0	\$0 \$0
Parent Academy Food and Materials		\$1 500	\$1 500	φ0 \$1 500
Advocacy Day Food and SWAG		\$1,800 \$1,800	\$1,800 \$1,800	\$1,800
Instructional- Science curriculum supplies		\$1,000	\$1,000	\$1,000
4400 Non-capitalized equipment		ψ1,000	ψ1,000	ψ1,000
Technology		\$10,000	\$10,000	\$10,000
Furniture		000,010 مم	000,01¢ ۵۵۵,22	\$10,000 \$2,000
5200 Travel and Conferences - Parent Academy Presenters		\$450	φ2,000 \$450	\$450
5300 Dues and Memberships		φ+30	φ+30	φ 4 50
	\$3.00	¢030	¢030	\$030
	\$3.00 \$10.00	φ300 ¢3100	ψ300 ¢3 100	\$300 \$3100
	\$10.00	φ3,100 ¢100	\$3,100 \$100	\$3,100 \$100
Other Dues and Memberships		001¢	001¢	001 ئې 0¢
5400 Incurance		φ0 ¢17.000	φ0 \$17 500	φ0 ¢17 500
5400 Insurance		Φ 17,000	\$17,500	φ17,500
Litilities (per aquera fact per me)		¢20 800	¢20 000	¢20 900
Alarm Manitoring (Fire and Burgler)		\$30,809 ¢6,750	\$30,809 ¢6,750	φ30,609 ¢6,750
		\$0,750 \$2,240	\$0,750 ¢0,240	\$0,750 ¢0,240
Fest Control		\$2,340	\$2,340	Φ 2,340
Sourcemans, Leases, Repairs		¢404.090	¢400.400	¢420 702
		\$404,980 \$10,000	Φ4∠U,198	φ430,703 ¢40.000
repairs		\$10,000	\$10,000	\$10,000 #F 500
		\$5,5UU	\$5,5UU	\$5,500
Copier and Credit Card Terminal Lease		\$27,000	\$27,000	\$27,000
5/10 Unarge for Athletics		\$12,453	\$15,715	\$13,603
I ransfer of Direct Costs		\$0	\$0	\$0
5800 Protessional/Consulting Services		**	* -	. -
BISA Stipend		\$0	\$0	\$0

Shredding Service (Cintas)		\$720	\$720	\$720
SAYS Elective		\$0	\$0	\$0
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$10,000	\$10,000	\$10,000
CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$0	\$0	\$0
Other Services and Expense (includes finance charges)		\$5,500	\$5,500	\$5,500
Hearing and Vision Screening		\$3,100	\$3,100	\$3,100
Printing and Reproduction		\$3,052	\$3,062	\$3,052
Bottled Water		\$1,420	\$1,420	\$1,420
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$1,500	\$1,500	\$1,500
Annual Permits and Fees (Alarm)		\$200	\$200	\$200
Parent Square	\$5.00	\$1,550	\$1,550	\$1,550
Illuminate Licenses (Grading and Assessment)	\$6.78	\$2,054	\$2,223	\$2,223
Aeries License (SIS)	\$10.00	\$3,030	\$3,100	\$3,100
MAP Testing Fees	\$12.50	\$3,875	\$3,875	\$3,875
Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Student Persistence Incentive Trips		\$0	\$0	\$0
Leadership Elective Programming (U-Can)		\$0	\$0	\$0
Business Services (Audit)		\$6,000	\$6,000	\$6,000
Printing and Reproduction - Curriculum Materials		\$15,000	\$15,000	\$15,000
Unsecured Property Tax		\$2,500	\$2,500	\$2,500
IT Services		\$44,000	\$44,000	\$44,000
IT Services Renewals (AV, Firewall, Server Warranties)		\$3,000	\$3,000	\$3,000
Embroider Binders with Logo for MS & HS students		\$0	\$0	\$0
Emergency Preparedness Plan Update		\$1,500	\$1,500	\$1,500
Website Update (META)		\$0	\$0	\$0
Credit Card Processing Fees		\$1,300	\$1,300	\$1,300
CMO Support (% of Revenue Limit & Block Grant)	12.00%	\$388,356	\$399,136	\$409,802
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$129,452	\$133,045	\$136,601
Data & Analytical Support (% of Revenue Limit & Block Grant)	2.00%	\$64,726	\$66,523	\$68,300
District Oversight (% of Revenue Limit & Block Grant)	1%	\$32,363	\$33,261	\$34,150
5900 Communications				
Postage & Postage Meter Rental		\$3,000	\$3,000	\$3,000
Additional wireless /Internet (Comcast)		\$3,000	\$3,000	\$3,000
Cell Phone Service		\$6,000	\$6,000	\$6,000
Smart Voice and Internet		\$24,000	\$24,000	\$24,000
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture and Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$29,757)	(\$29,900)	(\$29,957)
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal	-	\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$2,745,422	\$2,832,279	\$2,909,738
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services	_	\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 1100 - Lottery: Unrestricted

4300 Materials and Supplies		\$0	\$0	\$0
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$1,600	\$1,600	\$1,600
Yoga Mats/Books		\$1,500	\$1,500	\$1,500
Headphones for Chromebooks		\$100	\$100	\$100
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$4,000	\$4,000	\$4,000
5800 Student Field Lessons		\$16,000	\$16,000	\$16,000
5800 Cal Poly Field 5th Grade Trip		\$12,000	\$12,000	\$12,000
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted	_	\$35,200	\$35,200	\$35,200
•				
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$346,606	\$357,004	\$367,715
3301 OASDI/Medicare/Alternative, certificated positions		\$29,172	\$30,047	\$30,948
3401 Health and Welfare, certificated positions		\$45,232	\$47,042	\$58,529
3601 Workers' Compensation, certificated positions		\$3,639	\$3,749	\$3,861
4100 Approved Textbooks and Core Curricula Materials		(\$141.089)	(\$154.020)	(\$178.080)
Total Resource 1400 - EPA Funds	_	\$283,560	\$283,821	\$282,972
		. ,	. ,	. ,
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$38,694	\$39,783	\$40,904
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$12 184	\$12 538	\$12 904
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative certificated positions		\$2 960	\$3 043	\$3 129
3302 OASDI/Medicare/Alternative, classified positions		\$932	\$959	\$987
3401 Health and Welfare, certificated positions		\$4 440	\$4 618	\$4,803
3402 Health and Welfare, classified positions		ψ 1,11 0 ¢Ω	¢10,440 ۵	φ4,005 ΦΩ
3601 Workers' Componentian, contificated positions		Ψ406	φ0 ¢/19	Φ Φ 420
3602 Workers' Compensation, certificated positions		ψ 4 00 ¢109	¢120	ψ 1 25 \$125
4200 Materiala and Supplies		φ120 ¢2 500	φ132 ¢2 500	\$100 \$2,500
4300 Materials and Supplies		\$3,500 \$2,001	\$3,500 \$2,001	\$3,500 \$2,001
4100 Approved Textbooks and Core Curricula Materials		\$3,001 \$3,005	\$3,001 \$2,005	\$3,001 \$3,001
4200 Books and Other Reference Materials		\$2,025	\$2,025 ¢0	\$2,025
5200 Travel and Conferences (Relay Graduate School & Navigator)		\$U \$0	\$U \$0	\$U \$0
5300 Dues and Subscriptions		\$U	\$U	\$U
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communications		\$0	\$0	\$0
5800 Consulting Services		\$ 0	\$ 0	* •
lution		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
Contracted Substitutes		\$0	\$0	\$0
Bus Passes		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$10,747	\$11,009	\$11,279
Total Resource 3010 - Title I Part A		\$82,392	\$84,401	\$86,472
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	\$ 0	<u>\$</u> 0
3302 OASDI/Medicare/Alternative_classified positions		\$0 \$0	\$0	\$0 \$0
3402 Health and Welfare, classified positions		\$0 \$0	\$0 \$0	\$0 \$0
3602 Workers' Compensation classified positions		Ψ Φ	φυ ¢0	ΦΦ ΦΦ
5800 Consulting Services		Ψ ⁰ \$36 071	\$36 QU2	ΨU \$36 005
7310 Indirect Costs	5 00%	\$1 804	\$1 845	¢00,900 ¢1 845
	5.0070	Ψ1,007	φ1,040	ψ1,0 1 0

	Total Resource 3310 - Special Ed: IDEA		\$37,875	\$38,750	\$38,750
	Resource 4035 - Title II				
1300	Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301	OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601	Workers' Compensation, certificated positions		\$0	\$0	\$0
5200	Travel and Conferences		\$0	\$0	\$0
5201	Event Registration		\$7,200	\$7,200	\$7,200
5602	Temporary Rentals		\$0	\$0	\$0
5800	Consulting Services		\$6,400	\$6,400	\$6,400
5801	Software Licenses		\$1,430	\$1,430	\$1,430
5810	Catering		\$0	\$0	\$0
7350	Administrative Costs	5.00%	\$752	\$752	\$752
	Total Resource 4035 - Title II	_	\$15,782	\$15,782	\$15,782
	Resource 5310 Child Nutrition Program				
2200	Noncertificated Support Salaries		\$29,104	\$29,950	\$30,822
3302	OASDI/Medicare/Alternative, classified positions		\$2,226	\$2,291	\$2,358
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$306	\$314	\$324
4300	Materials and Supplies		\$1,250	\$1,250	\$1,250
4400	Non-capitalized equipment		\$500	\$500	\$500
4700	Food		\$166,302	\$166,868	\$166,302
5600	Rentals, Leases, Repairs		\$750	\$750	\$750
5800	Professional Contracted Services		\$1,372	\$1,372	\$1,372
7310	Indirect Cost Rate	5.00%	\$10,091	\$10,165	\$10,184
7438	Debt Service - Interest		\$0	\$0	\$0
7439	Debt Service - Principal		\$0	\$0	\$0
	Total Resource 5310 Child Nutrition Program	—	\$211,901	\$213,460	\$213,861
	Resource 5320 Supper Program				
2200	Noncertificated Support Salaries		\$5,516	\$5,676	\$5,841
3302	OASDI/Medicare/Alternative, classified positions		\$422	\$434	\$447
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$58	\$60	\$61
4300	Materials and Supplies		\$500	\$500	\$500
4700	Food		\$87,846	\$88,145	\$87,846
5750	Charge for Program Technician		\$10,140	\$9,834	\$9,430
7310	Indirect Cost Rate	5.00%	\$4,717	\$4,741	\$4,735
			\$109,199	\$109,390	\$108,860
	Resource 6300 Lottery				
4100	Approved Textbooks and Core Curricula Materials (Lottery)		(\$651)	(\$398)	(\$398)
5800	Printing and Reproduction - Curriculum Materials		\$15,000	\$15,000	\$15,000
	Total Resource 6300 Lottery		\$14,349	\$14,602	\$14,602
	Resource 6500 - Special Ed				
1100	Certificated Salaries		\$63,634	\$65,543	\$67,510
1130	Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100	Classified Instructional Salaries		\$0	\$0	\$0
3301	OASDI/Medicare/Alternative		\$4,868	\$5,014	\$5,164
3302	OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401	Health and Welfare		\$9,628	\$10,013	\$10,414
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3601	Workers' Compensation		\$668	\$688	\$709
3602	Workers' Compensation, classified positions		\$0	\$0	\$0

4200 Books and Other Reference Materials		\$1,500	\$1,500	\$1,500
4300 Materials and Supplies		\$2,000	\$2,000	\$2,000
4400 Non-capitalized equipment		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$1,500	\$1,500	\$1,500
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$36,071)	(\$36,905)	(\$36,905)
5750 Charge for Program Specialist		\$121,140	\$116,778	\$112,252
7310 Indirect Costs	5.00%	\$8,443	\$8,307	\$8,207
Total Resource 6500 - Special Ed		\$177,311	\$174,439	\$172,351
Resource 6512 Mental Health				
2100 Classified Instructional Salaries		\$82,433	\$84,843	\$87,325
3302 OASDI/Medicare/Alternative, classified positions		\$6,306	\$6,490	\$6,680
3402 Health and Welfare, classified positions		\$4,440	\$4,618	\$4,803
3602 Workers' Compensation, classified positions		\$866	\$891	\$917
5100 Subagreements for Services		\$0	\$0	\$0
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
7310 Indirect Costs	5.00%	\$4,702	\$4,842	\$4,986
Total Resource 6512 Mental Health		\$98,747	\$101,684	\$104,712
Total Expenses		\$3,811,738	\$3,903,809	\$3,983,301
Excess of Revenue over Expenditures		\$380,222	\$415,198	\$449,277
Unrestricted Beginning Fund Balance				
Restricted Beginning Fund Balance	_			
Beginning Fund Balance	-	\$2,181,705	\$2,561,927	\$2,977,125
Projected Ending Fund Balance	=	\$2,561,927	\$2,977,125	\$3,426,402
Reserved for Economic Uncertainty*	5%	\$161,815	\$166,307	\$170,751
Reserved for Fundraising		\$0	\$0	\$0
Undesignated	-	\$2,400,112	\$2,810,818	\$3,255,651
Projected Ending Fund Balance	=	\$2,561,927	\$2,977,125	\$3,426,402
Contribution to (from) Unrestricted for Food Service		(5,282)	(4,960)	(4,572)
Contribution to (from) Unrestricted for Special Education		(34,580)	(8,657)	9,003

* - Per MOU, based on 5% of LCCF

Fortune School Facilities Costs and Funding

		2019-20	2020-21	2021-22	2022-23	2023-24
Square Feet Required	-	21,395	21,395	21,395	21,395	21,395
(square footage adj in Aug)		21,395	21,395	21,395	21,395	21,395
Rent per Square Foot	\$1.17	\$1.29	\$1.33	\$1.60	\$1.64	\$1.68
Annual Lease Payments*	-	\$330,339	\$340,302	\$404,980	\$420,198	\$430,703
Free Rent in Exchange for TI		\$0	\$0	\$0	\$0	\$0
Pro-Rata Share per Non Exempt Sq Foot		\$0.25	\$0.25	\$0.00	\$0.00	\$0.00
Pro-Rata Share per Exempt Sq Foot		\$0.25	\$0.25	\$0.00	\$0.00	\$0.00
Common Area Maintenance		\$64,185	\$64,185	\$0	\$0	\$0
Total Rent Expense	-	\$394,524	\$404,487	\$404,980	\$420,198	\$430,703
Tenant Improvements		\$48,445	\$0	\$0	\$0	\$0
Total Lease and TI Costs for SB740	-	\$442,969	\$404,487	\$404,980	\$420,198	\$430,703
Utilities @ .XX per square foot	\$0.12	\$30,809	\$30,809	\$30,809	\$30,809	\$30,809

William Lee College Prep Student Demographics

	-	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:		0	0	0		
IK K 2		0	0	0	0	0
K-3		8	9	8	8	8
4 - 5 6		Z	2	4	4	4
7						
8						
	-	10	11	12	12	12
ADA Rate		92.87%	95.51%	93%	93%	93%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		225.52	223.83	274	289	288
Projected PY Annual ADA (97%)		218.32	223.83	266	280	279
PY Annual ADA for Lottery (1.0446)		228	234	278	293	292
2019-20	K-3	4-5	6	7-8	Total	
Enrollment	177	64			241	Fall Census
ADA	163.15	60.68			223.83	
Unduplicated Count					192	
2020-21	K-3	4-5	6	7-8	Total	
Enrollment	210	76			286	Fall Census
ADA	201	73			274	
Unduplicated Count					223	
2021-22	K-3	4-5	6	7-8	Total	
Enrollment	220	90			310	
ADA	205	84			289	
Unduplicated Count					241	
2022-23	K-3	4-5	6	7-8	Total	
Enrollment	214	96			310	
ADA	199	89			288	
Unduplicated Count					241	
2023-24	K-3	4-5	6	7-8	Total	
Enrollment	212	98			310	
ADA	197	91			288	
Unduplicated Count					241	

FY 2022 - FY 2024 Charter Renewal Budget William Lee College Prep Rolls Up to Fund 05

8631	Food Service Sales Sale of Equipment and Supplies		\$9,408 \$0	\$9,376 \$0	\$9,376 \$0
0004	Food Service Sales		\$9,408	\$9,376	\$9,376
	Food Service Sales		\$9,408	\$9,376	\$9,376
8634					
	Other Local Revenue				
0102	Total State Revenues	\$004.00 <u></u>	\$444,832	\$471,509	\$490,431
8792	2 Special Education Entitlement	\$634.00	\$176 657	\$181,260	\$186 847
8590) Mental Health per ADA		\$4,800	\$4,800	\$4,800
8550) One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8550) Mandate Block Grant	\$17.11	\$4,688	\$5,008	\$5,072
8590) State COVID-19 Funds GF		\$0	\$0	\$0
8590	SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590	Classified Employee PD Block Grant		\$0	\$0	\$0
8590	SB740 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590	SB740 Facilities Reimbursement		\$174,937	\$193,764	\$207,238
8560	State Lottery - Restricted-PY		\$0	\$0	\$0
8560	State Lottery - Restricted	\$49.00	\$13,604	\$14,349	\$14,299
8560	State Lottery-PY		\$0	\$0	\$0
8560	State Lottery	\$150.00	\$41,645	\$43,925	\$43,773
8520	School Breaktst Program Expansion Grant	* / * * * *	\$0	\$0	\$0
8520	Child and Adult Care Food Program		\$9,120	\$9,089	\$9,089
8520 8520			\$19,381	\$19,314	\$19,314
			\$10,004	\$10.011	\$40.044
0290	Total Federal Revenues		\$519,835	\$524,591	\$527,685
oz90 o200	Other Federal Payanue		\$0,072 ¢0	\$0,072 ¢0	\$0,072
0290			\$119,190 ¢c.070	\$122,197	\$125,290
0220			\$130,933	\$130,302	\$130,502
0220	Child and Adult Cons Fred Descence		\$228,803	\$228,071	\$226,071 \$420,500
8182	Special Education Discretionary Grants - Mental Health		\$0 \$000.000	\$0 \$000.074	\$0
8181	Special Education Entitlement	\$125.00	\$35,750	\$38,750	\$38,750
	Federal Revenues				
	Total Local Control Funding Formula Sources		\$3,171,946	\$3,242,519	\$3,339,785
8011	LCFF - State Aid		\$2,894,024	\$2,965,833	\$3,063,046
8012	Education Protection Act Funds		\$277,922	\$276,686	\$276,738
8096	Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
	LCFF Entitlement	\$11,097	\$3,171,946	\$3,242,519	\$3,339,785
	Funded ADA		289	288	288
			2021-22	2022-23	2023-24
			2021-22	2022-23	

Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$452,102	\$465,665	\$479,635
1130 Certificated Teachers' Salaries - subs		\$39,000	\$39,000	\$39,000
1300 Certificated Supervisors' and Administrators' Salaries		\$108,301	\$111,401	\$114,595
1900 Other Certificated Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$52,817	\$54,380	\$55,989
2200 Noncertificated Support Salaries		\$74,009	\$76,042	\$78,136
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2400 Clerical, Technical and Office Staff Salaries		\$80,633	\$83,052	\$85,544
1200 Certificated Pupil Support Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$50,148	\$51,618	\$53,132
3301 OASDI/Medicare/Alternative, certificated positions		\$51,655	\$50,842	\$54,596
3302 OASDI/Medicare/Alternative, classified positions		\$22,932	\$23,602	\$24,291
3401 Health and Welfare, certificated positions		\$83,211	\$82,279	\$90,001
3402 Health and Welfare, classified positions		\$50,738	\$52,768	\$54,879
3501 State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$6,294	\$6,469	\$6,649
3602 Workers' Compensation, classified positions		\$2,705	\$2,783	\$2,864
4100 Approved Textbooks and Core Curricula Materials (also see E	PA)	\$132,526	\$151,955	\$157,422
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Instructional (\$1,000 returning/\$1,500 new classes) includes	PE/Science	\$13,000	\$13,000	\$13,000
Recess/Incentives		\$2,500	\$2,500	\$2,500
Case-It Binders with Logo for MS and HS students		\$0	\$0	\$0
Other (Office/clerical)		\$16,000	\$16,000	\$16,000
Custodial Supplies		\$12,600	\$12,600	\$12,600
Bark Replacement - See Maintenance		\$1,100	\$1,100	\$1,100
PE Uniforms		\$0	\$0	\$0
Promotional Material		\$0	\$0	\$0
Parent Academy Food and Materials		\$1.500	\$1.500	\$1.500
Advocacy Day Food and SWAG		\$1.800	\$1.800	\$1.800
Instructional- Science curriculum supplies		\$1.000	\$1.000	\$1.000
4400 Non-capitalized equipment		· ,	, ,	• • • • •
Technology		\$10.000	\$10.000	\$10.000
Furniture		\$2.500	\$2,500	\$2,500
5200 Travel and Conferences - Parent Academy Presenters		\$450	\$450	\$450
5300 Dues and Memberships		\$ 100	\$	\$100
CSDC	\$3.00	\$930	\$930	\$930
CCSA	\$10.00	\$3 100	\$3 100	\$3 100
Ed.loin	φ10.00	\$100	\$100	\$100
Other Dues and Membershins		\$0	\$0	\$0
5400 Insurance		ΨŪ \$17.000	φ0 \$17 500	φ0 \$17 500
5500 Operations and Housekeeping		φ17,000	ψ17,000	ψ17,000
Litilities (per square foot per mo)		\$41 745	\$41 745	\$41 745
Alarm Monitoring (Fire and Burglar)		φ41,745 \$456	\$41,745 \$456	φ41,745 \$456
Pest Control		φ - 50 \$1,356	¢450 ¢1 356	¢+50 ¢1 356
5600 Rentals Leases Renairs		ψ1,550	φ1,550	φ1,550
Eacility Pont		\$430.046	¢155 252	\$464.030
Papairs		\$430,040 \$10,000	\$400,200 \$10,000	\$404,930 \$10,000
		\$10,000	\$10,000 ¢4,700	\$10,000 ¢4,700
Conjor, and Credit Card Terminal Lassa		Φ4,700 ¢25,000	φ4,700 ¢25.000	φ4,700 ¢25.000
5710 Chargo for Athletics		φ∠0,000 ¢16 604	Φ20,000 ¢16 200	Φ20,000 Φ14 550
Transfer of Direct Costs		φ 10,0U4 ¢0	910,398 0	¢14,552
		фU	U	0
DOUD Frolessional/Consulting Services		*^	**	^
BISA Stipena		\$0	\$0	\$0

Shredding Service (Cintas)		\$660	\$660	\$660
SAYS Elective		\$0	\$0	\$0
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$7,200	\$7,200	\$7,200
CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$9,672	\$9,672	\$9,672
Other Services and Expense (includes finance charges)		\$5,000	\$5,000	\$5,000
Hearing and Vision Screening		\$3,100	\$3,100	\$3,100
Printing and Reproduction		\$3,164	\$3,153	\$3,153
Bottled Water		\$0	\$0	\$0
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$1,500	\$1,500	\$1,500
Annual Permits and Fees (Alarm)		\$200	\$200	\$200
Parent Square	\$5.00	\$1,550	\$1,550	\$1,550
Illuminate Licenses (Grading and Assessment)	\$6.78	\$3,575	\$3,875	\$3,875
Aeries License (SIS)	\$10.00	\$2,860	\$3,100	\$3,100
MAP Testing Fees	\$12.50	\$3,875	\$3,875	\$3,875
Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Student Persistence Incentive Trips		\$0	\$0	\$0
Leadership Elective Programming (U-Can)		\$0	\$0	\$0
Business Services (Audit)		\$6,000	\$6,000	\$6,000
Printing and Reproduction - Curriculum Materials		\$15,000	\$15,000	\$15,000
Unsecured Property Tax		\$2,500	\$2,500	\$2,500
IT Services		\$44,000	\$44,000	\$2,500
IT Services Renewals (AV, Firewall, Server Warranties)		\$2,893	\$2,597	\$2,500
Embroider Binders with Logo for MS & HS students		\$0	\$0	\$2,500
Emergency Preparedness Plan		\$1,340	\$1,340	\$2,500
Website Update (META)		\$0	\$0	\$2,500
Credit Card Processing Fees		\$1,200	\$1,200	\$2,500
CMO Support (% of Revenue Limit & Block Grant)	12.00%	\$380,634	\$389,102	\$400,774
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$126,878	\$129,701	\$133,591
Data & Analytical Support (% of Revenue Limit & Block Grant)	2.00%	\$63,439	\$64,850	\$66,796
District Oversight (% of Revenue Limit & Block Grant)	1%	\$31,719	\$32,425	\$33,398
5900 Communications				
Postage & Postage Meter Rental		\$3,336	\$3,336	\$3,336
Additional wireless /Internet		\$0	\$0	\$0
Cell Phone Service		\$1,560	\$1,560	\$1,560
Smart Voice and Internet		\$24,000	\$24,000	\$24,000
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$32,098)	(\$32,114)	(\$32,244)
7438 Debt Service - Interest (TI Loan - EWCP Bldg/Traffic Signal)		\$0	\$0	\$0
7439 Debt Service - Principal (TI Loan - EWCP Bldg/Traffic Signal)		\$0	\$0	\$0
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$2,551,050	\$2,634,962	\$2,671,884
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services	_	\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 1100 - Lottery: Unrestricted

4300 Materials and Supplies		\$0	\$0	\$0
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$1,500	\$1,500	\$1,500
Yoga Mats/Books		\$1,500	\$1,500	\$1,500
Headphones for Chromebooks		\$200	\$200	\$200
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$2,000	\$2,000	\$2,000
5800 Student Field Lessons		\$12,500	\$12,500	\$12,500
5800 Cal Poly 5th Grade Trip		\$6,000	\$12,000	\$12,000
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$23,700	\$29,700	\$29,700
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$294,739	\$303,581	\$312,688
3301 OASDI/Medicare/Alternative, certificated positions		\$24,825	\$27,831	\$26,336
3401 Health and Welfare, certificated positions		\$49,790	\$56,042	\$53,853
3601 Workers' Compensation, certificated positions		\$3,095	\$3,188	\$3,283
4100 Approved Textbooks and Core Curricula Materials		(\$94,526)	(\$113,955)	(\$119,422)
Total Resource 1400 - EPA Funds		\$277,922	\$276,686	\$276,738
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$40,021	\$41,125	\$42,263
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$38,837	\$39,970	\$41,137
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$3,062	\$3,146	\$3,233
3302 OASDI/Medicare/Alternative, classified positions		\$2,971	\$3,058	\$3,147
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$4,440	\$4,618	\$4,803
3601 Workers' Compensation, certificated positions		\$420	\$432	\$444
3602 Workers' Compensation, classified positions		\$408	\$420	\$432
4300 Materials and Supplies		\$3,500	\$3,500	\$3,500
4100 Approved Textbooks and Core Curricula Materials		\$5,531	\$5,531	\$5,531
4200 Books and Other Reference Materials		\$1,084	\$1,084	\$1,084
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions				
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communications		\$0	\$0	\$0
5800 Consulting Services				
Tuition		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
Contracted Substitutes		\$0	\$0	\$0
Bus Passes		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$15,547	\$15,939	\$16,342
Total Resource 3010 - Title I Part A		\$119,196	\$122,197	\$125,290
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$29,642	\$30,509	\$31,403
3302 OASDI/Medicare/Alternative, classified positions		\$2,268	\$2,334	\$2,402
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$311	\$320	\$330
5800 Consulting Services		\$1,827	\$3,741	\$2,770
7310 Indirect Costs	5.00%	\$1,702	\$1,845	\$1,845

Total Resource 3310 - Special Ed: IDEA		\$35,750	\$38,750	\$38,750
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5201 Event Registration		\$1,800	\$1,800	\$1,800
5602 Temporary Rentals		\$0	\$0	\$0
5800 Consulting Services		\$1,600	\$1,600	\$1,600
5801 Software Licenses		\$1,430	\$1,430	\$1,430
5810 Catering		\$0	\$0	\$0
7350 Administrative Costs	5.00%	\$242	\$242	\$242
Total Resource 4035 - Title II		\$5,072	\$5,072	\$5,072
Resource 5310 Child Nutrition Program				
2200 Noncertificated Support Salaries		\$23,108	\$23,783	\$24,479
3302 OASDI/Medicare/Alternative, classified positions		\$2,375	\$2,444	\$2,516
3402 Health and Welfare, classified positions		\$4,044	\$4,205	\$4,373
3602 Workers' Compensation, classified positions		\$243	\$250	\$257
4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4400 Non-capitalized equipment		\$200	\$200	\$200
4700 Food		\$200,554	\$199,860	\$199,860
5600 Rentals, Leases, Repairs		\$750	\$750	\$750
5800 Professional Contracted Services		\$917	\$917	\$917
7310 Indirect Costs	5.00%	\$11,660	\$11,670	\$11,718
7438 Debt Service - Interest (Food Service Equipment)		\$0	\$0	\$0
7439 Debt Service - Principal (Food Service Equipment)		\$0	\$0	\$0
Total Resource 5310 Child Nutrition Program		\$244,850	\$245,080	\$246,070
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$3,674	\$3,780	\$3,890
3302 OASDI/Medicare/Alternative, classified positions		\$428	\$440	\$453
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$39	\$40	\$41
4300 Materials and Supplies		\$500	\$500	\$500
4700 Food		\$100,955	\$100,606	\$100,606
5750 Charge for Program Technician		\$9,967	\$9,601	\$9,237
7310 Indirect Costs	5.00%	\$5,280	\$5,268	\$5,274
		\$120,842	\$120,235	\$120,002
Resource 6300 Lottery				
4100 Approved Textbooks and Core Curricula Materials (Lottery)		\$1,604	\$2,349	\$2,299
5800 Printing and Reproduction - Curriculum Materials		\$12,000	\$12,000	\$12,000
Total Resource 6300 Lottery		\$13,604	\$14,349	\$14,299
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$55,999	\$57,679	\$59,409
1130 Certificated Salaries - Subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$45,317	\$46,644	\$48,011
3301 OASDI/Medicare/Alternative		\$4,284	\$4,412	\$4,545
3302 OASDI/Medicare/Alternative, classified positions		\$3,467	\$3,568	\$3,673
3401 Health and Welfare		\$5,440	\$5,657	\$5,884
3402 Health and Welfare, classified positions		\$4,440	\$4,618	\$4,803
3601 Workers' Compensation		\$588	\$606	\$624
3602 Workers' Compensation, classified positions		\$476	\$490	\$504

4200 Books and Other Reference Materials		\$1,000	\$1,000	\$1,000
4300 Materials and Supplies		\$2,000	\$2,000	\$2,000
4400 Non-capitalized equipment		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$1,500	\$1,500	\$1,500
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$1,827)	(\$3,741)	(\$2,770)
5750 Charge for Program Specialist		\$119,080	\$114,007	\$109,961
7310 Indirect Costs	5.00%	\$12,088	\$11,922	\$11,957
Total Resource 6500 - Special Ed		\$253,852	\$250,362	\$251,101
Resource 6512 Mental Health				
2100 Classified Instructional Salaries		\$25,177	\$25,911	\$26,667
3302 OASDI/Medicare/Alternative, classified positions		\$1,926	\$1,982	\$2,040
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$264	\$272	\$280
5100 Subagreements for Services		\$0	\$0	\$0
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
7310 Indirect Costs	5.00%	\$1,368	\$1,408	\$1,449
Total Resource 6512 Mental Health		\$28,736	\$29,574	\$30,436
Total Expenses		\$3,674,574	\$3,766,968	\$3,809,342
Excess of Revenue over Expenditures		\$471,449	\$481,028	\$557,934
Unrestricted Beginning Fund Balance				
Restricted Beginning Fund Balance				
Beginning Fund Balance		\$980,563	\$1,452,012	\$1,933,040
Projected Ending Fund Balance	_	\$1,452,012	\$1,933,040	\$2,490,974
Reserved for Economic Uncertainty*	5%	\$158,597	\$162,126	\$166,989
Reserved for Fundraising		\$0	\$0	\$0
Undesignated	_	\$1,293,415	\$1,770,914	\$2,323,985
Projected Ending Fund Balance	=	\$1,452,012	\$1,933,040	\$2,490,974
Contribution to (from) Unrestricted for Food Service		22,627	21,660	20,903
Contribution to (from) Unrestricted for Special Education		(101,131)	(93,876)	(89,890)

* - Per MOU, based on 5% of LCCF

William Lee College Prep Facilities Costs and Funding

		2019-20	2020-21	2021-22	2022-23	2023-24
Square Feet Required	_	20,463	20,463	20,463	20,463	20,463
(square footage adj in Aug)		20,463	20,463	20,463	20,463	20,463
Rent per Square Foot		\$1.34	\$1.42	\$1.65	\$1.75	\$1.79
Annual Lease Payments	_	\$328,808	\$349,358	\$404,846	\$430,053	\$439,730
Pro-Rata Share per Sq Foot						
Common Area Maintenance	63%	\$23,940	\$24,570	\$25,200	\$25,200	\$25,200
Total Rent Expense	-	\$352,748	\$373,928	\$430,046	\$455,253	\$464,930
Tenant Improvements		\$27,914	\$26,400	\$0	\$0	\$0
Utilities @ .17 per square foot	\$0.17	\$41,745	\$41,745	\$41,745	\$41,745	\$41,745
Ephraim Williams College Prep Student Demographics

		2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:						
ТК		0	0	0	0	0
K-3		0	0	0	0	0
4 - 5		0	0	0	0	0
6		2	2	2	2	2
7		2	2	2	2	2
8		2	2	2	2	2
		0	0	0	6	0
ADA Rate		92.30%	95.51%	92.0%	92%	92%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		128.07	159.68	172	165	165
Projected PY Annual ADA (97%)		126.09	159.68	167	160	160
PY Annual ADA for Lottery (1.0446)		132	167	174	167	167
2019-20	K-3	4-5	6	7-8	Total	
Enrollment			64.00	109.00	173	Fall Census
ADA			59.73	99.95	159.68	
Unduplicated Count					138	
2020-21	K-3	4-5	6	7-8	Total	
Enrollment			61	119	180	Fall Census
ADA			58	114	172	
Unduplicated Count					140	
2021-22	K-3	4-5	6	7-8	Total	
Enrollment			60	120	180	
ADA			55	110	165	
Unduplicated Count					140	
2022-23	K-3	4-5	6	7-8	Total	
Enrollment			60	120	180	
ADA			55	110	165	
Unduplicated Count					140	
2023-24	K-3	4-5	6	7-8	Total	
Enrollment			60	120	180	
ADA			55	110	165	
Unduplicated Count					140	

FY 2022 - FY 2024 Charter Renewal Budget Ephraim Williams College Prep Rolls Up to Fund 05

		2021-22	2022-23	2023-24
Funded ADA		165	165	165
LCFF Entitlement	\$11,097	\$1,738,647	\$1,786,216	\$1,840,964
8096 Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012 Education Protection Act Funds		\$152,338	\$152,419	\$152,544
8011 LCFF - State Aid	_	\$1,586,309	\$1,633,797	\$1,688,420
Total Local Control Funding Formula Sources		\$1,738,647	\$1,786,216	\$1,840,964
Federal Revenues				
8181 Special Education Entitlement	\$125.00	\$22,500	\$22,500	\$22,500
8182 Special Education Discretionary Grants - Mental Health 8220 Child Nutrition Programs		\$0 \$82 526	\$0 \$82 526	\$0 \$82 526
8220 Child and Adult Care Food Program		\$52,520 \$58,725	\$02,320 \$58,725	\$02,520 \$58,725
8290 Title I /Title IV		\$50,723	\$51 191	\$51 904
8290 Title II		\$4,321	\$4,321	\$4,321
8290 Other Federal Revenue		\$0	\$0	\$0
Total Federal Revenues		\$218,570	\$219,262	\$219,975
		· - /	· · · · ·	· - /
Other State Revenues				
8520 Child Nutrition Programs		\$6,942	\$6,942	\$6,942
8520 Child and Adult Care Food Program		\$4,090	\$4,090	\$4,090
8520 School Breakfst Program Expansion Grant		\$0	\$0	\$0
8560 State Lottery	\$150.00	\$26,142	\$25,078	\$25,078
8560 State Lottery-PY		\$0		
8560 State Lottery - Restricted	\$49.00	\$8,540	\$8,192	\$8,192
8560 State Lottery - Restricted-PY		\$0		
8590 SB740 Facilities Reimbursement		\$102,741	\$113,798	\$121,712
8590 SB740 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590 Classified Employee PD Block Grant		\$0	\$0	\$0
8590 SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590 State COVID-19 Funds GF		\$0	\$0	\$0
8550 Mandate Block Grant	\$17.11	\$2,943	\$2,859	\$2,906
8550 One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590 Mental Health per ADA		\$12,000	\$12,000	\$12,000
8792 Special Education Entitlement	\$634.00	\$100,797	\$103,838	\$107,039
Total State Revenues		\$264,196	\$276,798	\$287,959
Other Local Revenue		# 2 422	¢0.400	AO 400
8634 Food Service Sales		\$6,400	\$6,400	\$6,400
8631 Sale of Equipment and Supplies		\$U \$0	\$U ©0	\$U \$0
8699 All Other Local Revenue - Onlestricted Donations/Fundraising		\$U \$0	\$U \$0	\$U \$0
Total Local Revenue		۵۵ ۵۵ ۵۵	\$U \$C	ው ምድ 400
		\$0,400	\$6,400	۵ 0,400
Other Financing Sources				
8972 Proceeds From Capital Leases		\$0	\$0	\$0
8979 Proceeds From TI Loans		\$0	\$0	\$0
8980 Contribution to Athletic Department		\$0	\$0	\$0
Total Financing Sources		\$0	\$0	\$0
Total Revenues and Other Financing Sources		\$2,227,811	\$2,288,676	\$2,355,298
Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$295,583	\$304,451	\$313,584

1130) Certificated Teachers' Salaries - subs		\$21 750	\$21 750	\$21 750
1300	Certificated Supervisors' and Administrators' Salaries		\$80,810	\$83,035	\$85.326
1000	Other Certificated Salarias		φ00,010 ¢0	400,000 ¢0	φ00,520 ¢0
1900			φ0 ¢0	φ0 ¢0	φ0 ¢0
2100	Nersertificated Surport Solaries		φ Φ Γ Ο Ο Ο Ο Ο Ο	ው ው ው ው ው ው ው ው ው ው ው ው ው ው ው ው ው ው ው	ΦCE 220
2200	Noncertificated Support Salaries		\$52,360	\$53,8Z3	\$00,330 ¢0
2300	Noncertificated Sup and Admin Salaries		\$0	\$U	\$U
2400	Clerical, Technical and Office Staff Salaries		\$57,689	\$59,420	\$61,203
1200	Certificated Pupil Support Salaries		\$0	\$0	\$0
2900	Other Classified Salaries		\$51,818	\$53,718	\$55,294
3301	OASDI/Medicare/Alternative, certificated positions		\$37,774	\$38,842	\$40,114
3302	2 OASDI/Medicare/Alternative, classified positions		\$13,325	\$13,742	\$13,973
3401	Health and Welfare, certificated positions		\$77,396	\$80,492	\$86,669
3402	Prealth and Welfare, classified positions		\$30,051	\$31,253	\$29,545
3501	State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502	2 State Unemployment Insurance, classified		\$0	\$0	\$0
3601	Workers' Compensation, certificated positions		\$4,158	\$4,274	\$4,417
3602	2 Workers' Compensation, classified positions		\$1,722	\$1,776	\$1,804
4100	Approved Textbooks and Core Curricula Materials (also see EPA)		\$29,219	\$34,507	\$39,919
4200	Books and Other Reference Materials		\$0	\$0	\$0
4300	Materials and Supplies				
4301/4303	Instructional (\$1,000 returning/\$1,500 new classes) includes PE/S	cience	\$6,850	\$6,850	\$6,850
	Recess/Incentives		\$2,200	\$2,200	\$2,200
	Case-It Binders with Logo for MS and HS students		\$5,600	\$5,600	\$5,600
	Other (Office/clerical)		\$10,000	\$10,000	\$10,000
	Custodial Supplies		\$10,000	\$10,000	\$10,000
	Bark Replacement		\$0	\$0	\$0
4304	PE Uniforms		\$1,500	\$1,500	\$1,500
	Promotional Material		\$0	\$0	\$0
	Parent Academy Food and Materials		\$1.500	\$1,500	\$1,500
	Advocacy Day Food and SWAG		\$1.800	\$1.800	\$1.800
	Instructional- Science curriculum supplies		\$1.000	\$1,000	\$1,000
4400) Non-capitalized equipment		, ,	, ,	•)
	Technology		\$2 000	\$2 000	\$2 000
	Furniture		\$2,000	\$2,000	\$2,000
5200	Travel and Conferences - Parent Academy Presenters		\$450	\$450	\$450
5300) Dues and Membershins		\$ 100	\$ 100	\$.00
	CSDC	\$3.00	\$540	\$540	\$540
	CC54	\$10.00	\$1 800	\$1 800	\$1 800
	Ed Join	φ10.00	\$100	\$100	\$100
	Other Dues and Memberships (AVID)		\$100	\$100	\$100 \$4 550
5400			\$4,559 \$17,000	\$4,559 \$17,500	\$4,559 \$17,500
5400) Insurance		φ17,000	φ17,500	φ17,500
5500			¢04.460	¢01.460	¢04.460
	Alarma Manitarian (Fina and Dundar)		φ21,403	\$21,403	\$21,403
	Alarm Monitoring (Fire and Burgiar)		\$450 \$000	\$400 \$000	\$450
5000			\$660	\$660	\$660
5600	Rentals, Leases, Repairs		AOEO 300	* 005 007	\$074 005
			\$250,708	\$265,397	\$271,035
			\$10,000	\$10,000	\$10,000
			\$3,000	\$3,000	\$3,000
	Copier and Credit Card Terminal Lease		\$15,000	\$15,000	\$15,000
5710	Charge for Athletics		\$74,716	\$61,492	\$56,943
	Transfer of Direct Costs		\$0	\$0	\$0
5800	Protessional/Consulting Services				
	BTSA Stipend		\$0	\$0	\$0
	Shredding Service (Cintas)		\$0	\$0	\$0
	SAYS Elective		\$18,800	\$18,800	\$18,800
	Contracted Sub Services		\$0	\$0	\$0
	Cintas Uniforms		\$6,600	\$6,600	\$6,600

CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$6,328	\$6,328	\$6,328
Other Services and Expense (includes finance charges)		\$2,000	\$2,000	\$2,000
Hearing and Vision Screening		\$0	\$0	\$0
Printing and Reproduction		\$2,878	\$2,878	\$2,878
Bottled Water		\$0	\$0	\$0
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$500	\$500	\$500
Annual Permits and Fees (Alarm)		\$200	\$200	\$200
Parent Square	\$5.00	\$900	\$900	\$900
Illuminate Licenses (Grading and Assessment)	\$6.78	\$2,250	\$2,250	\$2,250
Aeries License (SIS)	\$10.00	\$1,800	\$1,800	\$1,800
MAP Testing Fees	\$12.50	\$2,250	\$2,250	\$2,250
Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Student Persistence Incentive Trips		\$5,300	\$5,300	\$5,300
Leadership Elective Programming (U-Can)		\$40,000	\$40,000	\$40,000
Business Services (Audit)		\$6,000	\$6,000	\$6,000
Printing and Reproduction - Curriculum Materials		\$7,500	\$7,500	\$7,500
Unsecured Property Tax		\$825	\$825	\$825
IT Services		\$22.000	\$22.000	\$22.000
IT Services Renewals (AV. Firewall, Server Warranties)		\$3,562	\$2.597	\$3.679
Embroider Binders with Logo for MS & HS students		\$4.650	\$4,650	\$4,650
Emergency Preparedness Plan		\$660	\$660	\$660
Website Update (META)		\$0	\$0	\$0
Credit Card Processing Fees		\$500	\$500	\$500
CMO Support (% of Revenue Limit & Block Grant)	4 00%	\$69 546	\$71 449	\$73 639
Teacher Support (% of Revenue Limit & Block Grant)	4 00%	\$69,546	\$71,449	\$73,639
Data & Analytical Support (% of Revenue Limit & Block Grant)	2 00%	\$34 773	\$35,724	\$36,819
District Oversight (% of Revenue Limit & Block Grant)	1%	\$17,386	\$17,862	\$18 410
5900 Communications		<i>Q</i> 11,000	¢,002	<i> </i>
Postare & Postare Meter Rental		\$3,000	\$3,000	\$3,000
Additional wireless /Internet		\$0	¢0,000 \$0	¢0,000 \$0
Cell Phone Service		\$6,500	\$6 500	\$6 500
Smart Voice and Internet		\$22,140	\$22 140	\$22 140
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0 \$0	\$0 \$0	\$0 \$0
6400 Euroiture & Equipment		\$0 \$0	\$0 \$0	\$0 \$0
7310 Indirect Costs		φ0 (\$14 530)	φο (\$14 535)	φ0 (\$14 562)
7438 Debt Service - Interest (TLL can - EW/CP Bldg/Traffic Signal)		(¢11,000) \$0	(¢11,000) \$0	(¢11,002) \$0
7439 Debt Service - Principal (TLL can - EWCP Bldg/Traffic Signal)		\$0 \$0	\$0 \$0	\$0 \$0
7438 Debt Service - Interest		\$0 \$0	\$0 \$0	\$0 \$0
7439 Debt Service - Principal		\$0 \$0	\$0 \$0	\$0 \$0
Total Resource 0000 - Unrestricted General Education		\$1 558 157	\$1 591 813	\$1 627 823
		\$1,000,101	¢1,001,010	\$1,027,020
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0 \$0	\$0	\$0 \$0
5600 Rentals Leases Renairs		\$0 \$0	\$0 \$0	\$0 \$0
5800 Consulting Services		\$0 \$0	\$0 \$0	\$0 \$0
Total Resource 0020 - Unrestricted Fundraising		<u>\$0</u>	\$0 \$0	<u>\$0</u>
		φe	ψŬ	ψŬ
Resource 1100 - Lottery: Unrestricted				
4300 Materials and Supplies		\$0	\$0	\$0
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$750	\$750	\$750
Yoga Mats/Books		\$750	\$750	\$750
Headphones for Chromebooks		\$100	\$100	\$100
Food/Materials for Relay Seminars		\$0	\$0	\$0

5200 Travel and Conferences		\$5,000	\$5,000	\$5,000
5800 Student Field Lessons + EWCP Sly Park		\$24,000	\$24,000	\$24,000
5800 Cal Poly 5th Grade Trip		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$30,600	\$30,600	\$30,600
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$142,866	\$147,152	\$151,567
3301 OASDI/Medicare/Alternative, certificated positions		\$10.929	\$11.257	\$11.595
3401 Health and Welfare, certificated positions		\$17.761	\$18.471	\$19.210
3601 Workers' Compensation, certificated positions		\$1,500	\$1,545	\$1,591
4100 Approved Textbooks and Core Curricula Materials		(\$20,719)	(\$26.007)	(\$31,419)
Total Resource 1400 - EPA Funds		\$152,338	\$152,419	\$152,544
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$25,666	\$26,220	\$26 700
1130 Certificated Teachers' Salaries		ψ20,000 ¢0	φ20,220 ¢0	φ20,790 ¢0
1200 Cortificated Supervisors' and Administrators' Salarias		\$0 \$0	φ0 ¢0	\$0 ¢0
2200 Nencertificated Supervisors and Administrators Salaries		\$0 \$0	φ0 ¢0	\$U ¢0
2100 Closeified Instructional Salarias		\$0 \$0	φ0 ¢0	\$U ¢0
2000 Other Classified Salaries		¢0	φ0 Φ0	\$U
2300 Other Classified Salaries		ው የ1 በድን	0¢	ው በቅር ርቅ
2202 QASDI/Medicare/Alternative, cleanified positions		\$1,903	\$2,000 ¢0	φ2,049 ¢0
3302 OASDI/Medicare/Alternative, classified positions		\$U	\$U	\$U \$0
3401 Health and Welfare, certificated positions		\$U \$0	\$U #0	\$U \$0
3402 Health and Welfare, classified positions		\$U #000	\$U	\$U
3601 Workers Compensation, certificated positions		\$269	\$275	\$281
3602 Workers Compensation, classified positions		\$U	\$U	\$U
4300 Materials and Supplies		\$3,600	\$3,600	\$3,600
4100 Approved Textbooks and Core Curricula Materials		\$2,863	\$2,863	\$2,863
4200 Books and Other Reference Materials		\$1,175	\$1,175	\$1,175
5200 Travel and Conferences		\$0	\$0 \$0	\$0 \$0
5300 Dues and Subscriptions		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$8,000	\$8,000	\$8,000
5900 Communications		\$0	\$0	\$0
5800 Consulting Services		* •	\$ 0	* •
luition		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
		\$0	\$0	\$0
Bus Passes		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$6,587	\$6,677	\$6,770
Total Resource 3010 - Title I Part A		\$50,498	\$51,191	\$51,904
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
5800 Consulting Services		\$21,429	\$21,429	\$21,429
7310 Indirect Costs	5.00%	\$1,071	\$1,071	\$1,071
Total Resource 3310 - Special Ed: IDEA		\$22,500	\$22,500	\$22,500
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5201 Event Registration		\$1,800	\$1,800	\$1,800

5602 Temporary Rentals		\$0	\$0	\$0
5800 Consulting Services		\$1,600	\$1,600	\$1,600
5801 Software Licenses		\$715	\$715	\$715
5810 Catering		\$0	\$0	\$0
7350 Administrative Costs	5.00%	\$206	\$206	\$206
Total Resource 4035 - Title II		\$4,321	\$4,321	\$4,321
Persures 5210 Child Nutrition Program				
2200 Noncertificated Support Salaries		¢11 590	¢11 027	¢10.076
2200 Noncentineated Support Salaries		φ11,009 ¢1 101	\$11,927 \$1,226	φ12,270 ¢1 262
2402 Hoolth and Wolfare, classified positions		φ1,191 ¢2.029	\$1,220	\$1,202 \$2,102
2602 Merkers' Componentian elegatical positions		φ2,020 ¢100	\$2,109 ¢105	φ2,193 ¢120
4200 Materiale and Supplice		φ122 ¢1 000	φ120 ¢1.000	φ129 ¢1.000
4000 Materials and Supplies		\$1,000 \$200	Φ1,000	\$1,000 \$200
4400 Non-capitalized equipment		φ200 ¢92.254	\$200 ¢92.254	\$200 ¢92.254
4700 Podu		φο2,204 ¢500	φo2,204	\$02,234 ¢500
5000 Remains, Leases, Repairs		\$300 ¢477	\$300 ¢477	\$500 ¢477
2240 Indirect Contracted Services	E 000/	\$477 \$4069	\$477	φ4// ¢ε.01ε
7310 Indirect Costs	5.00%	\$4,968	\$4,991	\$5,015
7438 Debt Service - Interest (Food Service Equipment)		\$U \$0	\$U \$0	\$U
7439 Debt Service - Principal (Food Service Equipment)		\$0	\$0	\$0
Total Resource 5310 Child Nutrition Program		\$104,329	\$104,810	\$105,306
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$1,842	\$1,896	\$1,951
3302 OASDI/Medicare/Alternative, classified positions		\$215	\$221	\$227
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$19	\$20	\$20
4300 Materials and Supplies		\$500	\$500	\$500
4700 Food		\$45,493	\$45,493	\$45,493
5750 Charge for Program Technician		\$5,691	\$5,501	\$5,292
7310 Indirect Costs	5.00%	\$2,403	\$2,406	\$2,410
		\$56,164	\$56,037	\$55,894
Posouroo 6200 Lattory				
4100 Approved Textbacks and Care Curricula Materials (Lettery)		\$2.040	¢1 602	¢1 602
5900 Printing and Poproduction Curriculum Materials		\$2,040 \$6,500	\$1,092 \$6,500	\$1,092 \$6,500
Total Pacourae 6200 Lottory		\$0,500	\$0,500 \$9,100	\$0,500 \$9,100
Total Resource 6500 Lottery		ф 0,540	ф 0,192	\$0,19Z
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$29,584	\$30,471	\$31,385
1130 Certificated Salaries - Subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$26,667	\$27,445	\$28,247
3301 OASDI/Medicare/Alternative		\$2,263	\$2,331	\$2,401
3302 OASDI/Medicare/Alternative, classified positions		\$2,040	\$2,100	\$2,161
3401 Health and Welfare		\$8,297	\$8,628	\$8,974
3402 Health and Welfare, classified positions		\$2,735	\$2,844	\$2,958
3601 Workers' Compensation		\$311	\$320	\$330
3602 Workers' Compensation, classified positions		\$280	\$288	\$297
4200 Books and Other Reference Materials		\$1,000	\$1,000	\$1,000
4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4400 Non-capitalized equipment		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$1,000	\$1,000	\$1,000
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$21,429)	(\$21,429)	(\$21,429)
5750 Charge for Program Specialist		\$67,987	\$65,317	\$62,999
7310 Indirect Costs	5.00%	\$6,087	\$6,066	\$6,066
Total Resource 6500 - Special Ed		\$127,821	\$127,382	\$127,388

	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
5.00%	\$0	\$0	\$0
	\$0	\$0	\$0
	\$2,115,267	\$2,149,263	\$2,186,472
	\$112,544	\$139,413	\$168,826
	(\$861,103)	(\$748,559)	(\$609,145)
_	(\$748,559)	(\$609,145)	(\$440,320)
5%	\$86,932	\$89,311	\$92,048
	\$0	\$0	\$0
_	(\$835,491)	(\$698,456)	(\$532,368)
_	(\$748,559)	(\$609,145)	(\$440,320)
	(8,209)	(8,563)	(8,916)
	(15,024)	(11,544)	(8,349)
	5.00% 	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	\$0 \$0 \$0 \$0 \$112,544 \$139,413 \$139,413 \$1559) \$(\$609,145) \$86,932 \$89,311 \$0 \$0 \$0 \$0

* - Per MOU, based on 5% of LCCF

		2019-20	2020-21	2021-22	2022-23	2023-24
Square Feet Required	_	11,924	11,924	11,924	11,924	11,924
(square footage adj in Aug)		11,924	11,924	11,924	11,924	11,924
Rent per Square Foot		\$1.34	\$1.42	\$1.65	\$1.75	\$1.79
Annual Lease Payments		\$191,600	\$203,575	\$235,908	\$250,597	\$256,235
Pro-Rata Share per Sq Foot						
Common Area Maintenance	37%	\$14,060	\$14,430	\$14,800	\$14,800	\$14,800
Total Rent Expense	_	\$205,660	\$218,005	\$250,708	\$265,397	\$271,035
Tenant Improvements		\$44,970	\$14,790	\$0	\$0	\$0
Total Rent and TI for SB740		\$250,630	\$232,795	\$250,708	\$265,397	\$271,035
Utilities @ .17 per square foot	\$0.15	\$21,463	\$21,463	\$21,463	\$21,463	\$21,463

Ephraim Willaims College Prep Facilities Costs and Funding

Alan Rowe College Prep Student Demographics

	_	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:	-					
тк		1	0	0	0	0
К-3		7	9	9	8	8
4-6		4	3	3	4	4
7-8		- - 2	0	5	۰ ۱	۰ ۱
7-0	-	14	12	12	12	12
		14	12	12	12	12
ADA Rate		90.57%	95.51%	92%	92%	92%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		263.85	344.84	298	285	285
Projected PY Annual ADA (97%)		259.48	344.84	289	276	276
PY Annual ADA for Lottery (1.0446)		271	360	302	289	289
2019-20	K-3	4-6	7-8	Total		
Enrollment	202	11/	65	291	Fall Consus	
	202	114	05	501	ran census	
ADA	180.89	102.91	61.04	344.84		
Unduplicated Count				303		
2020-21	к-3	4-6	7-8	Total		
Enrollment	217	05	, , ,	212	Fall Consus	
	217	55	0	512	Tan census	
ΔΠΔ	207	91	0	298		
	207	51	0	250		
Unduplicated Count				243		
2021-22	К-З	4-6	7-8	Total		
Enrollment	225	85	0	310		
			Ũ	010		
ADA	207	78	0	285		
Unduplicated Count				241		
2022-23	K-3	4-6	7-8	Total		
Enrollment	222	88	0	310		
ADA	204	81	0	285		
Unduplicated Count				241		
2023-24	K-3	4-6	7-8	Total		
Enrollment	214	96	0	310		
ADA	197	88	0	285		
Unduplicated Count				241		

FY 2022 - FY 2024 Charter Renewal Budget Alan Rowe College Prep Rolls up to Fund 05

		2021-22	2022-23	2023-24
Funded ADA	_	285	285	285
LCFF Entitlement	\$11,097	\$3,132,428	\$3,215,326	\$3,306,963
8096 Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012 Education Protection Act Funds		\$274,459	\$274,366	\$274,019
8011 LCFF - State Aid	_	\$2,857,969	\$2,940,961	\$3,032,944
Total Local Control Funding Formula Sources		\$3,132,428	\$3,215,326	\$3,306,963
Federal Revenues				
8181 Special Education Entitlement	\$125.00	\$39,000	\$38,750	\$38,750
8182 Special Education Discretionary Grants - Mental Health 8220 Child Nutrition Programs		∌0 \$120 538	\$0 \$120 538	ەں \$120 538
8220 Child and Adult Care Food Program		\$87,552	\$87 552	\$87,552
8290 Title I /Title IV		\$76,335	\$76 962	\$77,608
8290 Title II		\$5 481	\$5 481	\$5 481
8290 Other Federal Revenue		۲۵+,50 ۵۷	φ0,-+0+ \$0	φ0,τ0 \$0
Total Federal Revenues	_	\$328,906	\$329,284	\$329,930
Other State Revenues				
8520 Child Nutrition Programs		\$10 027	\$10 027	\$10 027
8520 Child and Adult Care Food Program		\$6.098	\$6.098	\$6.098
8520 School Breakfst Program Expansion Grant		\$0	\$0	\$0
8560 State Lottery	\$150.00	\$45 300	\$43 350	\$43 350
8560 State Lottery-PY	<i>Q</i> .00100	\$0	\$0	\$0
8560 State Lottery - Restricted	\$49.00	\$14,798	\$14.161	\$14.161
8560 State Lottery - Restricted-PY		\$0	\$0	\$0
8590 SB740 Facilities Reimbursement		\$275.953	\$305.652	\$355.023
8590 SB740 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590 Classified Employee PD Block Grant		\$0	\$0	\$0
8590 SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590 State COVID-19 Funds GF		\$0	\$0	\$0
8550 Mandate Block Grant	\$17.11	\$5,099	\$4,939	\$5,019
8550 One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590 Mental Health per ADA		\$12,000	\$12,000	\$12,000
8792 Special Education Entitlement	\$634.00	\$174,099	\$179,359	\$184,888
Total State Revenues		\$543,373	\$575,586	\$630,566
Other Local Revenue				
8634 Food Service Sales		\$10,315	\$10,315	\$10,315
8631 Sale of Equipment and Supplies		\$0	\$0	\$0
8699 All other Local Revenue - Unrestricted Donations/Fundraising		\$0	\$0	\$0
8699 All Other Local Revenue - Facility Use		\$0	\$0	\$0
Total Local Revenue	—	\$10,315	\$10,315	\$10,315
Other Financing Sources				
8972 Proceeds From Capital Leases		\$0	\$0	\$0
8979 Proceeds From TI Loans		\$0	\$0	\$0
8980 Contribution to Athletic Department		\$0	\$0	\$0
Total Financing Sources	_	\$0	\$0	\$0
Total Revenues and Other Financing Sources		\$4,015,022	\$4,130,510	\$4,277,773
Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$488,819	\$503,483	\$518,588
1130 Certificated Teachers' Salaries - subs		\$39,000	\$39,000	\$39,000

1300 Certificated Supervisors' and Administrators' Salaries		\$92,368	\$94,991	\$97,692
1900 Other Certificated Salaries		\$0	\$0	\$C
2100 Classified Instructional Salaries		\$16,662	\$17,152	\$17,655
2200 Noncertificated Support Salaries		\$96.024	\$98,703	\$101.463
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2400 Clerical Technical and Office Staff Salaries		\$88 698	\$91 359	\$94 100
1200 Certificated Punil Sunnort Salaries		\$00,000 \$0	\$0	¢01,100 \$0
2000 Other Classified Salaries		φ0 Φ00 711	¢03 387	Φ0 \$06 1/3
2300 Other Classified Salaries		\$50,711	\$93,307 \$57,500	\$50,140 \$50,052
2202 OASDI/Medicare/Alternative, certificated positions		\$00,995 \$00.245	\$37,500	\$09,002 \$00 eee
3302 OASD//wedicare/Anerrialive, classified positions		φ22,345 ¢400.550	\$22,990	\$23,000
3401 Health and Welfare, certificated positions		\$109,558	\$113,941	\$118,498
3402 Health and Welfare, classified positions		\$50,595	\$52,618	\$54,723
3501 State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$6,512	\$6,693	\$6,880
3602 Workers' Compensation, classified positions		\$3,067	\$3,156	\$3,248
4100 Approved Textbooks and Core Curricula Materials (also see EPA)		\$155,380	\$168,083	\$181,446
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Instructional (\$1,000 returning/\$1,500 new classes) + PE		\$13,000	\$13,000	\$13,000
Recess/Incentives		\$2,500	\$2,500	\$2,500
Case-It Binders with Logo for MS and HS students		\$0	\$0	\$0
Other (Office/clerical)		\$20,000	\$20,000	\$20,000
Custodial Supplies		\$18,000	\$18,000	\$18,000
Bark Replacement - See Maintenance		\$500	\$500	\$500
PE Uniforms		\$0	\$0	\$0
Promotional Material		\$0	\$0	\$0
Parent Academy Food and Materials		¢0 \$1 500	\$1 500	\$1 500
Advocacy Day Food and SWAG		\$1,800	\$1,800	\$1,800
		\$1,000	\$1,000	\$1,000
4400 Nep espitalized equipment		φ1,000	φ1,000	\$1,000
		¢5,000	¢E 000	¢5,000
		\$5,000	\$5,000	\$5,000
Furniture		\$5,000	\$5,000	\$5,000
5200 Travel and Conferences - Parent Academy Presenters		\$450	\$450	\$450
5300 Dues and Memberships				
CSDC	\$3.00	\$930	\$930	\$930
CCSA	\$10.00	\$3,100	\$3,100	\$3,100
EdJoin		\$100	\$100	\$100
Other Dues and Memberships		\$0	\$0	\$0
5400 Insurance		\$17,000	\$17,500	\$17,500
5500 Operations and Housekeeping				
Utilities (per square foot per mo.)		\$42,336	\$42,336	\$42,336
Alarm Monitoring (Fire and Burglar)		\$2,000	\$2,000	\$2,000
Pest Control		\$2,088	\$2,088	\$2,088
5600 Rentals, Leases, Repairs				
Facility Rent		\$508.851	\$508.851	\$508.851
Repairs		\$10,000	\$10,000	\$10,000
Eacilities Maintenance		\$0	\$0	\$0
Conjer and Credit Card Terminal Lease		\$24,000	\$24,000	\$24,000
5710 Charge for Athletics		\$14 528	\$16 308	\$12,654
Transfer of Direct Costs		φ1 4 ,520 ¢0	φ10,050 ¢0	φ12,004 ¢0
F200 Professional/Consulting Services		φΟ	φΟ	φΟ
DTOA Officered		*0	*0	* 0
BISA Supend		<u>۵</u>	\$U	\$U
Shredding Service (Cintas)		\$720	\$720	\$720
SAYS Elective		\$0	\$0	\$0
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$10,000	\$10,000	\$10,000
CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$0	\$0	\$7,200

Other Services and Expense (includes finance charges)		\$5,000	\$5,000	\$5,000
Hearing and Vision Screening		\$3,100	\$3,100	\$3,100
Printing and Reproduction		\$3,826	\$3,826	\$3,826
Bottled Water		\$700	\$700	\$700
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$1,500	\$1,500	\$1,500
Annual Permits and Fees (Alarm)		\$1,000	\$1,000	\$1,000
Parent Square	\$5.00	\$1.550	\$1,550	\$1.550
Illuminate Licenses (Grading and Assessment)	\$6.78	\$2,115	\$2,223	\$2,223
Aeries License (SIS)	\$10.00	\$3 120	\$3 100	\$3,100
MAP Testing Fees	\$12.50	\$3,875	\$3 875	\$3,875
Edmentum Licenses/Moby Max	¢12.00	\$4,235	\$4 235	\$4 235
Student Persistence Incentive Trins		¢4,200 د0	φ4,200 \$0	¢4,200 ۵۵
Leadership Elective Programming (LL Can)		\$0 \$0	0¢ 0\$	ን¢ በ2
Pusiness Services (Audit)		υψ 000 a9	υψ 000 32	υψ 000 a\$
Brinting and Borreduction Curriculum Materials		\$0,000 \$17,000	\$0,000 \$17,000	\$0,000 \$17,000
Unexerved Dependent Tex		\$17,000	\$17,000 ¢2,500	\$17,000 ¢2,500
Unsecured Property Tax		\$2,500	\$2,500	\$2,500
		\$36,000	\$36,000	\$36,000
IT Services Renewals (AV, Firewall, Server Warranties)		\$3,500	\$3,500	\$3,500
Embroider Binders with Logo for MS & HS students		\$0	\$0	\$0
Emergency Preparedness Plan		\$1,500	\$1,500	\$1,500
Website Update (META)		\$0	\$0	\$0
Credit Card Processing Fees		\$1,200	\$1,200	\$1,200
CMO Support (% of Revenue Limit & Block Grant)	12.00%	\$375,891	\$385,839	\$396,836
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$125,297	\$128,613	\$132,279
Data & Analytical Support	2.00%	\$62,649	\$64,307	\$66,139
District Oversight (% of Revenue Limit & Block Grant)	1%	\$31,324	\$32,153	\$33,070
5900 Communications				
Postage & Postage Meter Rental		\$2,000	\$2,000	\$2,000
Additional wireless /Internet (Consolidated Communications)		\$10,380	\$10,380	\$10,380
Cell Phone Service		\$3,300	\$3,300	\$3,300
Smart Voice and Internet		\$26,000	\$26,000	\$26,000
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$28,085)	(\$28,125)	(\$28,205)
7438 Debt Service - Interest (Playground)		\$0	\$0	\$0
7439 Debt Service - Principal (Playground)		\$0	\$0	\$0
7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)		\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education	_	\$2,738,114	\$2,803,610	\$2,873,490
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0
Resource 1100 - Lottery: Unrestricted				
4000 materials and Supplies		**	*^	**
Food and SWAG for parent academies and convention		\$U	\$U	\$U
		\$1,750	\$1,750	\$1,750
Yoga Mats/Books		\$1,750	\$1,750	\$1,750
Headphones for Chromebooks		\$200	\$200	\$200
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$2,000	\$2,000	\$2,000
5800 Student Field Trips		\$16,000	\$16,000	\$16,000
5800 Cal Poly 5th Grade Trip		\$6,000	\$12,000	\$12,000

6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$27,700	\$33,700	\$33,700
Resource 1400 - EPA Funds		¢007.007	\$200 FFC	¢045 750
2204 CASDU/Medicers (Alternative contificated positions		\$297,627	\$306,556	\$315,752
3301 UASDI/Medicare/Alternative, certificated positions		\$25,680	\$26,450	\$27,244
3401 Health and Weilare, certificated positions		\$70,408	\$73,224	\$70,103
3601 Workers' Compensation, certificated positions		\$3,125	\$3,219	\$3,315
4100 Approved Textbooks and Core Curricula Materials		(\$122,380)	(\$135,083)	(\$148,446)
Total Resource 1400 - EPA Funds		\$274,409	\$274,300	\$274,019
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$30,694	\$30,694	\$30,694
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$17,085	\$17,586	\$18,103
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$2,348	\$2,348	\$2,348
3302 OASDI/Medicare/Alternative, classified positions		\$1,307	\$1,345	\$1,385
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$322	\$322	\$322
3602 Workers' Compensation, classified positions		\$179	\$185	\$190
4300 Materials and Supplies		\$5,500	\$5,500	\$5,500
4100 Approved Textbooks and Core Curricula Materials		\$4,638	\$4,638	\$4,638
4200 Books and Other Reference Materials		\$930	\$930	\$930
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communications		\$0	\$0	\$0
5800 Consulting Services				
Tuition		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
Contracted Substitutes		\$0	\$0	\$0
Bus Passes		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$9,957	\$10,039	\$10,123
Total Resource 3010 - Title I Part A		\$76,335	\$76,962	\$77,608
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
5800 Consulting Services		\$37,143	\$36,905	\$36,905
7310 Indirect Costs	5.00%	\$1,857	\$1,845	\$1,845
Total Resource 3310 - Special Ed: IDEA		\$39,000	\$38,750	\$38,750
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative. certificated positions		\$0	\$0	\$0 \$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5201 Event Registration		\$1,800	\$1.800	\$1.800
5602 Temporary Rentals		\$0	\$0	\$0
5800 Consulting Services		\$1.600	\$1,600	\$1,600
5801 Software Licenses		\$1,820	\$1,820	\$1.820
5810 Catering		\$0	\$0	\$0

7350 Administrative Costs	5.00%	\$261	\$261	\$261
Total Resource 4035 - Title II		\$5,481	\$5,481	\$5,481
Resource 5310 Child Nutrition Program				
2200 Noncertificated Support Salaries		\$29,068	\$29,913	\$30,783
3302 OASDI/Medicare/Alternative, classified positions		\$2,224	\$2,288	\$2,355
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$305	\$314	\$323
4300 Materials and Supplies		\$500	\$500	\$500
4400 Non-capitalized equipment		\$200	\$200	\$200
4700 Food		\$123,188	\$123,188	\$123,188
5600 Rentals, Leases, Repairs		\$750	\$750	\$750
5800 Professional Consulting Services		\$1,372	\$1,372	\$1,372
7310 Indirect Costs	5.00%	\$7,880	\$7,926	\$7,974
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0
Total Resource 5310 Child Nutrition Program		\$165,487	\$166,451	\$167,445
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$5,064	\$5,211	\$5,362
3302 OASDI/Medicare/Alternative, classified positions		\$387	\$399	\$410
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$53	\$55	\$56
4300 Materials and Supplies		\$500	\$500	\$500
4700 Food		\$67,825	\$67,825	\$67,825
5750 Charge for Program Technician		\$9,829	\$9,501	\$9,141
7310 Indirect Costs	5.00%	\$3,692	\$3,699	\$3,708
		\$87,351	\$87,190	\$87,003
Resource 6300 Lottery				
4100 Approved Textbooks and Core Curricula Materials (Lottery)		\$4,798	\$4,161	\$4,161
5800 Printing and Reproduction - Curriculum Materials		\$10,000	\$10,000	\$10,000
Total Resource 6300 Lottery		\$14,798	\$14,161	\$14,161
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$54,263	\$54,263	\$54,263
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative		\$6,322	\$6,322	\$6,322
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare		\$1,461	\$1,519	\$1,580
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation		\$570	\$570	\$570
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4200 Books and Other Reference Materials		\$1,000	\$1,000	\$1,000
4300 Materials and Supplies		\$2,000	\$2,000	\$2,000
4400 Non-capitalized equipment		\$800	\$800	\$800
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$2,000	\$2,000	\$2,000
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$37,143)	(\$36,905)	(\$36,905)
5750 Charge for Program Specialist		\$117,432	\$112,819	\$108,816
7310 Indirect Costs	5.00%	\$7,435	\$7,219	\$7,022
Total Resource 6500 - Special Ed		\$156,140	\$151,608	\$147,468
Resource 6512 Mental Health				
2100 Classified Instructional Salaries		\$126.374	\$130.060	\$133.857
3302 OASDI/Medicare/Alternative, classified positions		\$9,668	\$9,950	\$10,240
3402 Health and Welfare, classified positions		\$7,041	\$7,323	\$7,616

3602 Workers' Compensation, classified positions		\$1,327	\$1,366	\$1,405
5100 Subagreements for Services		\$0	\$0	\$0
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
7310 Indirect Costs	5.00%	\$7,220	\$7,435	\$7,656
Total Resource 6512 Mental Health		\$151,630	\$156,133	\$160,774
Total Expenses		\$3,736,495	\$3,808,413	\$3,879,899
Excess of Revenue over Expenditures		\$278,527	\$322,097	\$397,874
Unrestricted Beginning Fund Balance				
Restricted Beginning Fund Balance				
Beginning Fund Balance		\$563,460	\$841,988	\$1,164,085
Projected Ending Fund Balance	_	\$841,988	\$1,164,085	\$1,561,959
Reserved for Economic Uncertainty*	5%	\$156,621	\$160,766	\$165,348
Reserved for Fundraising		\$0	\$0	\$0
Undesignated	_	\$685,366	\$1,003,319	\$1,396,611
Projected Ending Fund Balance	_	\$841,988	\$1,164,085	\$1,561,959
Contribution to (from) Unrestricted for Food Service		(\$28,623)	(\$29,427)	(\$30,233)
Contribution to (from) Unrestricted for Special Education		(121,670)	(116,381)	(111,354)

* - Per MOU, based on 5% of LCCF

Alan Rowe College Prep Facilities Costs and Funding

	_	2019-20	2020-21	2021-22	2022-23	2023-24
Square Feet Required	-	23,520	23,520	23,520	23,520	23,520
(square footage adj in Aug)		23,520	23,520	23,520	23,520	20,000
Rent per Square Foot	\$1.07	\$1.58	\$1.62	\$1.66	\$1.70	
Annual Lease Payments	-	\$445,662	\$456 <i>,</i> 526	\$467,715	\$479,240	\$750,000
Additional Rent-TI Amortization		\$41,136	\$41,136	\$41,136	\$41,136	\$0
Pro-Rata Share per Sq Foot		\$0.000	-\$0.030	\$0.000	\$0.000	\$0.000
Common Area Maintenance		\$0	-\$8,467	\$0	\$0	\$0
Total Rent Expense	-	\$486,798	\$489,194	\$508,851	\$520,376	\$750,000
Tenant Improvements		\$6,400	\$0	\$0	\$0	\$0
Total Rent and TI for SB740		\$493,198	\$489,194	\$508,851	\$520,376	\$750,000
Utilities @ .15 per square foot	\$0.15	\$42,336	\$42,336	\$42,336	\$42,336	\$36,528

Hazel Mahone College Prep Student Demographics

	_	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:						
ТК		0	1	1	1	1
K-3		9	8	8	8	8
4-6		3	4	5	6	6
7-8		0	1	2	2	3
	-	12	14	16	17	18
ADA Rate		91.66%	95.51%	92%	92%	92%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		246.04	296.07	377	373	387
Projected PY Annual ADA (97%)		242.13	296.07	366	362	375
PY Annual ADA for Lottery (1.0446)		253	309	382	378	392
2019-20	K-3	4-6	7-8	Total		
Enrollment	236	87	0	323	Fall Census	
ADA	215.77	80.30	0.00	296.07		
Unduplicated Count				257		
2020-21	K-3	4-6	7-8	Total		
Enrollment	244	121	29	394	Fall Census	
ADA	233	116	28	377		
Unduplicated Count				306		
2021-22	K-3	4-6	7-8	Total		
Enrollment	222	134	50	406		
ADA	204	123	46	373		
Unduplicated Count				316		
2022-23	K-3	4-6	7-8	Total		
Enrollment	218	150	52	420		
ADA	201	138	48	387		
Unduplicated Count				327		
2023-24	K-3	4-6	7-8	Total		
Enrollment	210	154	71	435		
ADA	193	142	65	400		
Unduplicated Count				339		

FY 2022 - FY 2024 Charter Renewal Budget Hazel Mahone College Prep Rolls Up to Fund 05

			2021-22	2022-23	2023-24
	Funded ADA		373	387	400
	LCFF Entitlement	\$11,097	\$4,053,102	\$4,310,442	\$4,582,431
8096	Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012	Education Protection Act Funds		\$355,128	\$367,813	\$379,705
8011	LCFF - State Aid	_	\$3,697,974	\$3,942,630	\$4,202,725
	Total Local Control Funding Formula Sources		\$4,053,102	\$4,310,442	\$4,582,431
8181	Federal Revenues Special Education Entitlement	\$125.00	\$49,250	\$50,750	\$52,500
8182	Special Education Discretionary Grants - Mental Health		\$0	\$0	\$0
8220	Child Nutrition Programs		\$188,934	\$196,025	\$202,610
8220	Child and Adult Care Food Program		\$120,400	\$124,919	\$129,115
8290	Title I /Title IV		\$64,962	\$66,305	\$67,689
8290	Title II		\$5,140	\$5,140	\$5,140
8290	Other Federal Revenue		\$35,000	\$0	\$0
	Total Federal Revenues		\$463,686	\$443,139	\$457,054
	Other State Revenues			.	•
8520	Child Nutrition Programs		\$15,542	\$16,126	\$16,667
8520	Child and Adult Care Food Program		\$8,386	\$8,701	\$8,993
8520	School Breakfst Program Expansion Grant		\$0	\$0	\$0
8560	State Lottery	\$150.00	\$57,300	\$56,700	\$58,800
8560	State Lottery-PY	A (A A A	\$0	\$0	\$0
8560	State Lottery - Restricted	\$49.00	\$18,718	\$18,522	\$19,208
8560	State Lottery - Restricted-PY		\$0	\$0	\$0
8590	SB740 Facilities Reimbursement		\$389,764	\$431,712	\$461,732
8590	SB740 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590	Classified Employee PD Block Grant		\$0	\$0	\$0
8590	SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590	State COVID-19 Funds GF		\$0	\$0	\$0
8550	Mandate Block Grant	\$17.11	\$6,450	\$6,464	\$6,815
8550	One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590	Mental Health per ADA		\$12,000	\$12,000	\$12,000
8792	Special Education Entitlement	\$634.00	\$227,910	\$243,607	\$259,549
	Total State Revenues		\$736,071	\$793,832	\$843,765
	Other Local Revenue		*	AC CCC	
8634	Food Service Sales		\$9,480	\$9,836	\$10,167
8631	Sale of Equipment and Supplies		\$0	\$0	\$0
8699	All other Local Revenue - Unrestricted Donations/Fundraising		\$0	\$0	\$0
8699	All Other Local Revenue - Facility Use		\$0	\$0	\$0
	Total Local Revenue		\$9,480	\$9,836	\$10,167
0070	Other Financing Sources		**	**	*-
8972	Proceeds From Capital Leases		\$0	\$U	\$0
8979	Proceeds From II Loans		\$0 \$0	\$0	\$0 \$C
8980			\$0	\$0	\$0
	i otai Financing Sources		\$0	\$0	\$0
	Total Revenues and Other Financing Sources		\$5,262,339	\$5,557,250	\$5,893,416

Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$691,010	\$762,746	\$838,262
1130 Certificated Teachers' Salaries - subs		\$51,750	\$54,750	\$54,750
1300 Certificated Supervisors' and Administrators' Salaries		\$87,350	\$89,822	\$92,368
1900 Other Certificated Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$97,611	\$100,496	\$103,468
2200 Noncertificated Support Salaries		\$91,808	\$94,360	\$96,990
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2400 Clerical, Technical and Office Staff Salaries		\$80,915	\$83,342	\$85,843
1200 Certificated Pupil Support Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$80,010	\$82,375	\$84,812
3301 OASDI/Medicare/Alternative, certificated positions		\$57,884	\$62,524	\$62,969
3302 OASDI/Medicare/Alternative, classified positions		\$31,537	\$32,458	\$37,595
3401 Health and Welfare, certificated positions		\$105,218	\$118,881	\$135,528
3402 Health and Welfare, classified positions		\$58,115	\$62,253	\$66,685
3501 State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$8,912	\$9,728	\$9,772
3602 Workers' Compensation, classified positions		\$3,483	\$3,585	\$4,472
4100 Approved Textbooks and Core Curricula Materials (also see EPA)		\$53,969	\$53,319	\$53,041
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Instructional (\$1,000 returning/\$1,500 new classes)+ PE		\$18,000	\$18,500	\$19,500
Recess/Incentives		\$2,750	\$2,750	\$2,750
Case-It Binders with Logo for MS and HS students				
Other (Office/clerical)		\$24,000	\$24,000	\$24,000
Custodial Supplies (includes \$3,100 start up supplies)		\$16,000	\$16,000	\$16,000
Bark Replacement		\$0	\$0	\$0
PE Uniforms		\$0	\$0	\$0
Promotional Material		\$0	\$0	\$0
Parent Academy Food and Materials		\$1,500	\$1,500	\$1,500
Advocacy Day Food and SWAG		\$1,800	\$1,800	\$1,800
Instructional- Science curriculum supplies		\$1,500	\$1,500	\$1,500
4400 Non-capitalized equipment				
Technology		\$0	\$10,000	\$10,000
Furniture		\$0	\$5,000	\$5,000
5200 Travel and Conferences - Parent Academy Presenters		\$450	\$450	\$450
5300 Dues and Memberships		·		·
CSDC	\$3.00	\$1.260	\$1.260	\$1.305
CCSA	\$10.00	\$4,200	\$4.200	\$4.350
EdJoin		\$100	\$100	\$100
Other Dues and Memberships		\$0	\$0	\$0
5400 Insurance		\$17.000	\$17,500	\$17.500
5500 Operations and Housekeeping		, ,	, ,	, ,
Utilities (per square foot per mo.)		\$58,906	\$58.906	\$58,906
Alarm Monitoring (Fire and Burglar)		\$896	\$896	\$896
Pest Control		\$1 584	\$1 584	\$1 584
5600 Rentals Leases Repairs		¢ 1,00 1	¢ 1,00 1	<i><i><i>q</i></i> 1,001</i>
Facility Rent		\$738 780	\$768 233	\$793 187
Repairs		\$10,000	\$10,000	\$10,000
Facilities Maintenance		\$0	\$0	\$0
Copier and Credit Card Terminal Lease		\$25,000	\$25 000	\$25 000
5710 Charge for Athletics		\$53 961	\$51,926	\$53 463
Transfer of Direct Costs		، 00,000 \$0	\$01,020 \$0	
5800 Professional/Consulting Services		ΨΟ	ΨΟ	ΨΟ
BTSA Stipend		.\$0	\$0	\$0
·		~ ~	~~	ΨŪ

Shredding Service (Cintas)		\$660	\$660	\$660
SAYS Elective		\$17,800	\$18,000	\$18,210
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$11,500	\$11,500	\$11,500
CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$0	\$0	\$0
Other Services and Expense (includes finance charges)		\$5,000	\$5,000	\$5,000
Hearing and Vision Screening		\$4,060	\$4,060	\$4,060
Printing and Reproduction		\$3,958	\$4,106	\$4,244
Bottled Water		\$0	\$0	\$0
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$1,500	\$1,500	\$1,500
Annual Permits and Fees (Alarm)		\$400	\$400	\$400
Parent Square	\$5.00	\$1,865	\$1,935	\$2,000
Illuminate Licenses (Grading and Assessment)	\$6.78	\$2,556	\$2,674	\$2,775
Aeries License (SIS)	\$10.00	\$3,770	\$3,730	\$3,870
MAP Testing Fees	\$12.50	\$4,663	\$4,838	\$5,000
Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Student Persistence Incentive Trips		\$0	\$0	\$0
Leadership Elective Programming (U-Can)		\$0	\$0	\$0
Business Services (Audit)		\$6,000	\$6,000	\$6,000
Printing and Reproduction - Curriculum Materials		\$13,000	\$13,000	\$13,000
Unsecured Property Tax		\$2,500	\$2,500	\$2,500
IT Services		\$45,500	\$45,500	\$45,500
IT Services Renewals (AV, Firewall, Server Warranties)		\$3,500	\$3,500	\$3,500
Embroider Binders with Logo for MS & HS students		\$540	\$540	\$540
Emergency Preparedness Plan		\$1,500	\$1,500	\$1,500
Website Update (META)		\$0	\$0	\$0
Credit Card Processing Fees		\$2,200	\$2,200	\$2,200
CMO Support (% of Revenue Limit & Block Grant)	12.00%	\$486,372	\$517,253	\$549,892
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$162,124	\$172,418	\$183,297
Data & Analytical Support	2.00%	\$81,062	\$86,209	\$91,649
District Oversight (% of Revenue Limit & Block Grant)	1%	\$40,531	\$43,104	\$45,824
5900 Communications				
Postage & Postage Meter Rental		\$3,086	\$3,086	\$3,086
Additional wireless		\$0	\$0	\$0
Cell Phone Service		\$1,560	\$1,560	\$1,560
Smart Voice and Internet		\$33,000	\$33,000	\$33,000
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$31,996)	(\$32,829)	(\$33,642)
7438 Debt Service - Interest (TI)		\$39,228	\$40,794	\$41,335
7439 Debt Service - Principal (TI)		\$108,171	\$110,079	\$109,538
7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)		\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$3,548,604	\$3,755,297	\$3,950,577
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services	_	\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 1100 - Lottery: Unrestricted

4300 Materials and Supplies		\$0	\$0	\$0
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$1,750	\$1,750	\$1,750
Yoga Mats/Books		\$1,500	\$1,500	\$1,500
Headphones for Chromebooks		\$200	\$200	\$200
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$2,500	\$2,500	\$2,500
5800 Student Field Trips		\$17,000	\$17,000	\$17,000
5800 Cal Poly 5th Grade Trip		\$12,000	\$12,000	\$12,000
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$34,950	\$34,950	\$34,950
Resource 1400 - FPA Funds				
1100 Certificated Teachers' Salaries		\$283 489	\$291 994	\$300 753
3301 OASDI/Medicare/Alternative certificated positions		\$21 687	\$22,338	\$23,008
3401 Health and Welfare, certificated positions		\$36,439	\$39,033	\$41,813
3601 Workers' Compensation, certificated positions		\$2 977	\$3.066	¢3 158
4100 Approved Textbooks and Core Curricula Materials		\$10.536	¢3,000 ¢11 382	¢10 07/
Total Pasource 1400 EBA Funds		\$10,550 \$255,129	\$11,302 \$267,912	¢270,705
		φ 3 33,120	φ307,013	<i>4319,10</i> 3
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$37,422	\$38,497	\$39,604
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$2,863	\$2,945	\$3,030
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$393	\$404	\$416
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4300 Materials and Supplies		\$5,500	\$5,500	\$5,500
4100 Approved Textbooks and Core Curricula Materials		\$6,159	\$6,159	\$6,159
4200 Books and Other Reference Materials		\$777	\$777	\$777
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communications				
5800 Consulting Services				
Tuition		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
Contracted Substitutes		\$0	\$0	\$0
Bus Passes		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$8,473	\$8,649	\$8,829
Total Resource 3010 - Title I Part A		\$64,962	\$66,305	\$67,689
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
5800 Consulting Services		\$46,905	\$48,333	\$50,000
7310 Indirect Costs	5.00%	\$2,345	\$2,417	\$2,500
Total Resource 3310 - Special Ed: IDEA		\$49,250	\$50,750	\$52,500

VIII.B.471.

Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5201 Event Registration		\$1,800	\$1,800	\$1,800
5602 Temporary Rentals		\$0	\$0	\$0
5800 Consulting Services		\$1,600	\$1,600	\$1,600
5801 Software Licenses		\$1,495	\$1,495	\$1,495
5810 Catering		\$0	\$0	\$0
7350 Administrative Costs	5.00%	\$245	\$245	\$245
Total Resource 4035 - Title II		\$5,140	\$5,140	\$5,140
Resource 4610 Public Charter School Grants				
1100 Certificated Teachers' Salaries		\$0	\$0	\$0
2300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4100 Approved Textbooks and Core Curricula Materials		\$0	\$0	\$0
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Case-It Binders with Logo - binder cost		\$0	\$0	\$0
PE Athletics/Science and Music Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment				
Technology		\$15,000	\$0	\$0
Furniture		\$20,000	\$0	\$0
5300 Dues and Subscriptions (AVID)		\$0	\$0	\$0
5800 Professional/Consulting Services			·	
Cal Poly Curriculum Development		\$0	\$0	\$0
Leadership Elective Programming		\$0	\$0	\$0
Transportation		\$0	\$0	\$0
Advertisina		\$0	\$0	\$0
Case-It Binders with Logo for MS and HS students & printing		\$0	\$0	\$0
U-Can College Admittance Program		\$0	\$0	\$0
CRC Per Semester Student Fees		\$0	\$0	\$0
Emergency Preparedness Plan		\$0	\$0	\$0
Legal and Appraisal Expenses		\$0	\$0	\$0
Relay Graduate School Tuition		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5710 Charge for Athletics		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
Total Resource 4610 Public Charter School Grants		\$35,000	\$0	\$0
Resource 5310 Child Nutrition Program				
2200 Noncertificated Support Salaries		\$30,768	\$31,664	\$32,587
3302 OASDI/Medicare/Alternative, classified positions		\$3,220	\$3,314	\$3,410
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$323	\$332	\$342
4300 Materials and Supplies		\$1,000	\$1,000	\$1,000

4400	Non-capitalized equipment		\$200	\$200	\$200
4700	Food		\$171,183	\$177,608	\$183,575
5600	Rentals, Leases, Repairs		\$750	\$750	\$750
5800	Professional Consulting Services		\$1,372	\$1,372	\$1,372
7310	Indirect Costs	5.00%	\$10,441	\$10,812	\$11,162
7438	Debt Service - Interest		\$0	\$0	\$0
7439	Debt Service - Principal		\$0	\$0	\$0
	Total Resource 5310 Child Nutrition Program		\$219,257	\$227,052	\$234,398
	Resource 5320 Supper Program				
2200	Noncertificated Support Salaries		\$5,245	\$5,396	\$5,553
3302	OASDI/Medicare/Alternative, classified positions		\$611	\$629	\$647
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$55	\$57	\$58
4300	Materials and Supplies		500	500	500
4700	Food		\$93,271	\$96,772	\$100,022
5750	Charge for Program Technician		\$12,864	\$12,901	\$12,830
7310	Indirect Costs	5.00%	\$4,984	\$5,168	\$5,339
	Total Resource 5320 Supper Program		\$117,530	\$121,422	\$124,949
	Resource 6300 Lottery				
4100	Approved Textbooks and Core Curricula Materials (Lottery)		(\$282)	(\$478)	\$208
5800	Printing and Reproduction - Curriculum Materials		\$19,000	\$19,000	\$19,000
	Total Resource 6300 Lottery		\$18,718	\$18,522	\$19,208
	Resource 6500 - Special Ed				
1100	Certificated Salaries		\$55,711	\$57,382	\$59,103
1130	Certificated Teachers' Salaries - subs		0	0	\$0
2100	Classified Instructional Salaries		\$24,991	\$25,720	\$26,471
3301	OASDI/Medicare/Alternative		\$5,933	\$6,111	\$6,295
3302	OASDI/Medicare/Alternative, classified positions		\$1,912	\$1,968	\$2,025
3401	Health and Welfare		\$21,536	\$23,069	\$24,712
3402	Health and Welfare, classified positions		\$2,601	\$2,787	\$2,985
3601	Workers' Compensation		\$585	\$603	\$621
3602	Workers' Compensation, classified positions		\$262	\$270	\$278
4200	Books and Other Reference Materials		\$2,500	\$2,500	\$2,500
4300	Materials and Supplies		\$2,000	\$2,000	\$2,000
4400	Non-capitalized equipment		\$0	\$0	\$0
5100	Subagreements for Services		\$0	\$0	\$0
5200	Travel and Conferences		\$2,000	\$2,000	\$2,000
5710	Transfer of Direct Costs		\$0	\$0	\$0
5800	Consulting Services		(\$46,905)	(\$48,333)	(\$50,000)
5750	Charge for Program Specialist		\$153,692	\$153,197	\$152,724
7310	Indirect Costs	5.00%	\$11,341	\$11,464	\$11,586
	Total Resource 6500 - Special Ed		\$238,160	\$240,737	\$243,299
	Resource 6512 Mental Health				
2100	Classified Instructional Salaries		\$53,072	\$54,623	\$56,220
3302	OASDI/Medicare/Alternative, classified positions		\$4,060	\$4,179	\$4,301
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$557	\$574	\$590
5100	Subagreements for Services		\$0	\$0	\$0
5710	Transfer of Direct Costs		\$0	\$0	\$0
5800	Consulting Services		\$0	\$0	\$0
7310	Indirect Costs	5.00%	\$2,884	\$2,969	\$3,056
	Total Resource 6512 Mental Health		\$60,574	\$62,344	\$64,166

Total Expenses		\$4,747,272	\$4,950,332	\$5,176,581
Excess of Revenue over Expenditures		\$515,067	\$606,917	\$716,835
Unrestricted Beginning Fund Balance Restricted Beginning Fund Balance				
Beginning Fund Balance	_	\$1,119,632	\$1,634,699	\$2,241,616
Projected Ending Fund Balance		\$1,634,699	\$2,241,616	\$2,958,451
Reserved for Economic Uncertainty* 5	5%	\$202,655	\$215,522	\$229,122
Reserved for Fundraising		\$0	\$0	\$0
Undesignated		\$1,432,044	\$2,026,094	\$2,729,330
Projected Ending Fund Balance		\$1,634,699	\$2,241,616	\$2,958,451
Contribution to (from) Unrestricted for Food Service		(\$3,524)	(\$2,704)	(\$1,961)
Contribution to (from) Unrestricted for Special Education		(58,824)	(47,473)	(35,917)

* - Per MOU, based on 5% of LCCF

		2020-21	2021-22	2022-23	2023-24
Square Feet Required		40,907	40,907	40,907	40,907
(square footage adj in Aug)		40,907	40,907	40,907	40,907
Rent per Square Foot	\$1.20	\$1.36	\$1.42	\$1.48	\$1.53
Annual Lease Payments		\$665,148	\$694,601	\$724,054	\$749,007
Pro-Rata Share per Sq Foot		\$0.09	\$0.09	\$0.09	\$0.09
Common Area Maintenance	_	\$44,180	\$44,180	\$44,180	\$44,180
Total Rent Expense	_	\$709,327	\$738,780	\$768,233	\$793,187
Tenant Improvements		\$18,630	\$0	\$0	\$0
Total Rent and TI for SB740		\$727,957	\$738,780	\$768,233	\$793,187
Utilities @ .12 per square foot	\$0.12	\$58,906	\$58,906	\$58,906	\$58,906

Hazel Mahone College Prep Facilities Costs and Funding

Rex and Margaret Early College High School Student Demographics

			2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:			0	0	0	0	0
IN K-3			0	0	0	0	0
A 8			0	0	0	0	0
4-8 9-12			0 4	6	9	11	12
5-12		-	4	6	9	11	12
ADA Rate			92.12%	93.99%	92%	92%	92%
Unduplicated Count			79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA			65.90	91.20	174	216	256
Projected PY Annual ADA (97%)			61.22	91.20	169	210	248
PY Annual ADA for Lottery (1.0446)			64	95.27	176	219	259
2019-20	K-3		4-8	9-12	Total		
Enrollment		0	0	99	99	Fall Census	
ADA	(0.00	0.00	91.20	91.20		
Unduplicated Count					79		
2020-21	K-3		4-8	9-12	Total	_	
Enrollment		0	0	185	185	Fall Census	
ADA		0	0	174	174		
Unduplicated Count					144		
2021-22	K-3		4-8	9-12	Total	_	
Enrollment		0	0	235	235		
ADA		0	0	216	216		
Unduplicated Count					183		
2022-23	K-3		4-8	9-12	Total	_	
Enrollment		0	0	278	278		
ADA		0	0	256	256		
Unduplicated Count					217		
2023-24	K-3		4-8	9-12	Total	-	
Enrollment		0	0	305	305		
ADA		0	0	281	281		
Unduplicated Count					238		

FY 2022 - FY 2024 Charter Renewal Budget Rex and Margaret Fortune Early College High School Rolls Up to Fund 05

			2021-22	2022-23	2023-24
	Funded ADA		2021-22	256	2023-24
	LCFF Entitlement	\$11,097	\$2,732,521	\$3,327,105	\$3,763,760
8096	Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012	Education Protection Act Funds		\$239,420	\$283,904	\$311,869
8011	LCFF - State Aid		\$2,493,101	\$3,043,201	\$3,451,891
	Total Local Control Funding Formula Sources		\$2,732,521	\$3,327,105	\$3,763,760
8181 8182	Federal Revenues Special Education Entitlement Special Education Discretionary Grants - Mental Health	\$125	\$23,125 \$0	\$29,375 \$0	\$34,750 \$0
8220			\$55,203	\$65,426	\$71,815
8220	Child and Adult Care Food Program		\$35,500	\$42,074	\$46,183
8290	Title I /Title IV		\$44,351	\$45,393	\$46,466
8290	Title II		\$4,662	\$4,662	\$4,662
8290	Other Federal Revenue		\$99,071	\$31,457	\$32,400
	Total Federal Revenues		\$261,911	\$218,386	\$236,275
0500	Other State Revenues		¢4.067	¢5.057	
8520			\$4,267	\$5,057	\$5,551
8520			\$2,473	\$2,931	\$3,217
8520	School Breaktst Program Expansion Grant	\$450	\$0	\$0	\$U
8560	State Lottery (begins in FY2018-19)	\$150	\$26,400	\$32,850	\$38,850
8560	State Lottery-PY	* 40	\$U	\$U	\$U
8560	State Lottery - Restricted	\$49	\$8,624	\$10,731	\$12,691
8560	State Lottery - Restricted-PY		\$0	\$0	\$0
8590	SB/40 Facilities Reimbursement		\$523,252	\$579,566	\$332,834
8590	SB/40 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590	Classified Employee PD Block Grant		\$0	\$0	\$0
8590	SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590	State COVID-19 Funds GF		\$0	\$0	\$0
8550	Mandate Block Grant	\$46.87	\$8,155	\$10,124	\$11,999
8550	One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590	Mental Health per ADA		\$21,600	\$14,400	\$21,600
8792	Special Education Entitlement	\$634	\$132,142	\$161,272	\$182,397
	Total State Revenues		\$726,913	\$816,931	\$609,139
	Other Local Revenue		• (A-	* = ===
8634	Food Service Sales		\$4,257	\$5,045	\$5,538
8631	Sale of Equipment and Supplies		\$0	\$0	\$0
8699	All other Local Revenue - Unrestricted Donations		\$0	\$0	\$0
8699	All Other Local Revenue - Facility Use	•	\$0	\$0	\$0
	Total Local Revenue		\$4,257	\$5,045	\$5,538
0070	Other Financing Sources		**	\$ 5	*~
8972	Proceeds From Capital Leases		\$0	\$0	\$0
8979	Proceeds From 11 Loans		\$0	\$0	\$0
8980	Contribution to Athletic Department		\$0	\$0	\$0
	Total Financing Sources		\$0	\$0	\$0
	Total Revenues and Other Financing Sources		\$3,725,602	\$4,367,466	\$4,614,712

Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$383,911	\$531,896	\$484,308
1130 Certificated Teachers' Salaries - subs		\$28,500	\$36,000	\$36,000
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
1900 Other Certificated Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
2200 Noncertificated Support Salaries		\$69,938	\$71,000	\$72,093
2300 Noncertificated Sup and Admin Salaries		\$123,600	\$127,308	\$131,127
2400 Clerical, Technical and Office Staff Salaries		\$90,674	\$93,394	\$96,196
1200 Certificated Pupil Support Salaries		\$66,656	\$128,656	\$132,516
2900 Other Classified Salaries		\$81,167	\$83,566	\$86,037
3301 OASDI/Medicare/Alternative, certificated positions		\$41,018	\$57,787	\$52,770
3302 OASDI/Medicare/Alternative, classified positions		\$36,522	\$37,536	\$38,580
3401 Health and Welfare, certificated positions		\$61,707	\$154,040	\$156,391
3402 Health and Welfare, classified positions		\$59,250	\$61,620	\$64,084
3501 State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$5,543	\$7,842	\$6,855
3602 Workers' Compensation, classified positions		\$3,323	\$3,412	\$4,047
4100 Approved Textbooks and Core Curricula Materials		(\$3,933)	(\$44,013)	(\$67,223)
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Instructional (\$1,000 returning/\$1,500 new classes)		\$11,000	\$13,000	\$13,500
Recess/Incentives		\$1,500	\$1,500	\$1,500
Case-It Binders with Logo for MS and HS students		\$0	\$2,500	\$2,500
Other (Office/clerical)		\$20,000	\$20,000	\$20,000
Custodial Supplies (includes \$3,100 start up supplies)		\$15,400	\$15,400	\$12,000
Bark Replacement		\$0	\$0	\$0
PE Uniforms		\$5,000	\$5,000	\$5,000
Promotional Material		\$0	\$0	\$0
Parent Academy Food and Materials		\$1,500	\$1,500	\$1,500
Advocacy Day Food and SWAG		\$1,800	\$1,800	\$1,800
Instructional- Science curriculum supplies		\$0	\$0	\$0
4400 Non-capitalized equipment				
Technology		\$0	\$5,000	\$5,000
Furniture		\$0	\$5,000	\$5,000
5200 Travel and Conferences - Parent Academy Presenters		\$450	\$450	\$450
5300 Dues and Memberships				
CSDC	\$3.00	\$834	\$834	\$915
CCSA	\$10.00	\$2,780	\$2,780	\$3,050
EdJoin		\$100	\$100	\$100
Other Dues and Memberships		\$129	\$4,688	\$4,688
5400 Insurance		\$17,000	\$17,500	\$17,500
5500 Operations and Housekeeping				
Utilities (per square foot per mo.)		\$64,800	\$64,800	\$36,000
Alarm Monitoring (Fire and Burglar)		\$1,500	\$1,500	\$1,500
Pest Control		\$1,000	\$1,000	\$1,000
5600 Rentals, Leases, Repairs				
Facility Rent		\$905,258	\$1,119,615	\$753,206
Repairs		\$5,000	\$5,000	\$5,000
Facilities Maintenance		\$10,000	\$10,000	\$10,000
Copier and Credit Card Terminal Lease		\$20,000	\$20,000	\$20,000
5710 Charge for Athletics		\$97,546	\$94,971	\$96,487
Transfer of Direct Costs		\$0	\$0	\$0
5800 Professional/Consulting Services				
BTSA Stipend		\$0	\$0	\$0

Shredding Service (Cintas)		\$720	\$720	\$720
SAYS Elective		\$0	\$0	\$0
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$6,000	\$6,000	\$6,000
CRC Per Semester Fees		\$0	\$410	\$410
Landscape Maintenance		\$9,900	\$10,800	\$6,750
Other Services and Expense (includes finance charges)		\$9,000	\$5,000	\$5,000
Hearing and Vision Screening		\$2,780	\$2,780	\$3,050
Printing and Reproduction		\$4,966	\$5,885	\$6,460
Bottled Water		\$1,248	\$1,248	\$1,248
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$1,250	\$1,250	\$1,250
Annual Permits and Fees (Alarm)		\$300	\$300	\$300
Parent Square	\$5.00	\$1,080	\$1,280	\$1,405
Illuminate Licenses (Grading and Assessment)	\$6.78	\$1,180	\$1,549	\$1,836
Aeries License (SIS)	\$10.00	\$1,740	\$2,160	\$2,560
MAP Testing Fees	\$12.50	\$2,700	\$3,200	\$3,513
Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Student Persistence Incentive Trips		\$0	\$0	\$0
Leadership Elective Programming (U-Can)		\$20,000	\$20,000	\$20,000
Business Services (Audit)		\$6,000	\$6,000	\$6,000
Printing and Reproduction - Curriculum Materials		\$0	\$0	\$0
Unsecured Property Tax		\$1,500	\$1,500	\$1,500
IT Services		\$32,400	\$32,400	\$27,000
IT Services Renewals (AV, Firewall, Server Warranties)		\$3,500	\$3,500	\$3,500
Embroider Binders with Logo for MS & HS students		\$0	\$1,000	\$1,000
Emergency Preparedness Plan		\$1,000	\$1,000	\$1,000
Website Update (META)		\$0	\$0	\$0
Credit Card Processing Fees		\$1,000	\$1,000	\$1,000
CMO Support (% of Revenue Limit & Block Grant)	10.00%	\$273,252	\$332,711	\$451,651
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$109,301	\$133,084	\$150,550
Data & Analytical Support	2.00%	\$54,650	\$66,542	\$75,275
District Oversight (% of Revenue Limit & Block Grant)	1.00%	\$27,325	\$33,271	\$37,638
5900 Communications				
Postage & Postage Meter Rental		\$3,000	\$3,000	\$3,000
Additional wireless		\$0	\$0	\$0
Cell Phone Service		\$2,460	\$2,460	\$2,460
Smart Voice and Internet		\$21,600	\$21,600	\$20,000
6170 Site Improvements		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$19,764)	(\$21,247)	(\$22,233)
7438 Debt Service - Interest (TI/Playground)		\$0	\$0	\$0
7439 Debt Service - Principal (TI/Playground)		\$0	\$0	\$0
7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)		\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$2,826,298	\$3,460,120	\$3,147,054
Resource 0020/0021 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 1100 - Lottery: Unrestricted

Food and SWAG for parent academies and convention \$0 \$0 \$1.250 \$1.250 Food of Neehings \$1.200 \$1.250 \$1.250 \$1.250 Yoga MatxBooks \$200 \$200 \$200 \$200 \$200 \$200 \$200 \$2000 \$2000 \$2000 \$2000 \$21.000 \$12.000 \$12.000 \$12.000 \$12.000 \$12.000 \$12.000 \$100 \$100 \$100 \$100 \$15.450 \$15.450 \$15.450 \$15.450 S000 Laseshold Improvements \$0 \$0 \$100 \$15.450 \$15.450 \$15.450 S010 ASDIMedicarral/Interruity, classified positions \$13.304 \$13.430 \$13.843 \$13.843 3010 ASDIMedicarral/Interruity, classified positions \$23.710 \$24.658 \$25.9466 100 Certificated Teachert'Salaries \$30.309 \$88.282 \$89.552 Total Resource 1400 - EPA Funds \$23.400 \$28.003 \$301 1100 Certificated Supervisori and Administrators' Salaries \$0 \$0 \$0 100 Certificated Supervisori and Administrat	4300 Materials and Supplies		\$0	\$0	\$0
Food for Meetings \$1,200 \$1,200 \$1,200 Yoga Masibooks \$0 \$0 \$0 FoodMaterials for Relay Seminars \$10 \$200 \$200 500 Travel and Conferences \$2,000 \$22,000 \$22,000 \$22,000 800 Cal Poly for Grade Trp \$0 <td>Food and SWAG for parent academies and convention</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td>	Food and SWAG for parent academies and convention		\$0	\$0	\$0
Yoga Mais/Books S0 S0 S200 Headphones for Chromebooks S200	Food for Meetings		\$1,250	\$1,250	\$1,250
Heidphones for Chromebooks \$200 \$200 \$200 \$200 Food/Materials for Relay Seminars \$30 \$50 \$2000 5200 Travel and Conferences \$2000 \$22,000 \$22,000 500 Cal Poxy Sh Grade Trip \$31 \$30 \$50 500 Cal Poxy Sh Grade Trip \$0 \$0 \$15,450 \$15,450 6200 Leasehold Improvements \$0 \$200 \$15,450 \$15,450 \$15,450 7010 Cartificated Teacher's Salaries \$170,553 \$175,680 \$130,450 \$13,453 \$13,843 3010 OASD/Medicare/Alternative, classified positions \$13,1791 \$14,455 \$15,800 3010 ASD/Medicare/Alternative, classified positions \$13,1791 \$14,458 \$25,844 3011 OASD/Medicare/Alternative, classified positions \$23,1775 \$28,808 \$23,804 \$311,808 1100 Cartificated Teacher's Salaries \$0 \$0 \$0 \$0 3100 Cartificated Teacher's Salaries \$0 \$0 \$0 \$0 3100 Cartificated Teacher's Salaries \$0 \$0 \$0 <td< td=""><td>Yoga Mats/Books</td><td></td><td>\$0</td><td>\$0</td><td>\$0</td></td<>	Yoga Mats/Books		\$0	\$0	\$0
FockMaterials for Relay Seminars S0 S0 S2.00 S2.000	Headphones for Chromebooks		\$200	\$200	\$200
5200 Travel and Conferences \$2,000 <td>Food/Materials for Relay Seminars</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td>	Food/Materials for Relay Seminars		\$0	\$0	\$0
5000 Student Field Tips \$12,000	5200 Travel and Conferences		\$2,000	\$2,000	\$2,000
5800 Cal Poly Bh Grade Trip 50 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 Total Resource 1100 - LOttery: Unrestricted \$15,450 \$15,450 \$15,450 1100 Certificated Teachers' Salaries \$170,563 \$17,580 \$10,809 301 OASD/Medicare/Alternative, classified positions \$23,710 \$24,658 \$25,644 301 Weath and Welfare, criticated positions \$23,711 \$24,658 \$25,644 301 Mostin And Welfare, criticated positions \$23,711 \$24,658 \$25,644 301 Meath and Welfare, criticated positions \$23,717 \$24,658 \$25,644 301 Mostin Medicare/Alternative, classified positions \$23,771 \$24,658 \$25,644 300 Approved Teachers' Salaries \$0 \$0 \$0 \$0 1100 Certificated Teacher's Salaries \$0 \$0 \$0 \$0 \$0 301 OASD/Medicare/Alternative, classified positions \$2,125 \$2,125 \$2,128 \$22,54 301 OASD/Medicare/Alternative, certificated positions \$0 \$0 \$0 \$0 30	5800 Student Field Trips		\$12,000	\$12,000	\$12,000
50 50 50 50 Total Resource 1100 - Lottery: Unrestricted \$15,450 \$15,450 \$15,450 \$15,450 Resource 1400 - EPA Funds \$110 \$113,048 \$13,439 \$13,848 \$13,439 \$13,843 \$13,843 \$13,843 \$13,843 \$13,843 \$13,843 \$13,845 \$1,900 3010 Ochrificated reachers' Salaries \$21,710 \$24,653 \$25,644 \$30,309 \$58,822 \$89,532 Total Resource 1400 - EPA Funds \$23,309 \$52,820 \$89,532 \$140 \$1,900 4100 Approved Texbooks and Core Curricula Materials \$30,309 \$52,828 \$89,532 \$11,900 Total Resource 1400 - EPA Funds \$27,775 \$2,80,008 \$29,466 \$130 \$21,000 \$11,900	5800 Cal Poly 5th Grade Trip		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted \$15,450 \$15,450 \$15,450 \$15,450 \$15,450 Resource 1400 - EPA Funds \$170,663 \$170,663 \$170,663 \$13,048 \$13,439 \$13,843 \$13,048 \$13,439 \$13,843 \$13,048 \$13,439 \$13,843 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,048 \$13,009 \$69,222 \$89,552 \$22,040 \$283,904 \$311,869 \$300,000,000 \$300,000,000 \$300,000,000,000,000,000,000,000,000,000	6200 Leasehold Improvements		\$0	\$0	\$0
Resource 1400 - EPA Funds 1100 Certificated Teachers' Salaries \$170,563 \$175,580 \$180,950 3301 OASDI/Medicar/Alternative, classified positions \$13,048 \$13,048 \$13,433 \$13,433 \$13,433 \$13,433 \$13,433 \$13,433 \$13,048 \$12,433 \$13,048 \$12,433 \$13,443 \$13,048 \$12,4658 \$225,400 \$228,904 \$228,904 \$228,904 \$311,869 All Resource 1400 - EPA Funds \$239,420 \$228,904 \$311,869 \$301 \$300 \$301 \$301 \$301 \$301 \$301 \$301 \$301 \$301 \$300 \$301 \$300 \$301 \$301 \$301 \$301 \$301 \$301 \$301 \$301 \$301 \$301	Total Resource 1100 - Lottery: Unrestricted	_	\$15,450	\$15,450	\$15,450
Resource 1400 - EPA Funds Status 1100 Certificated Textmative, classified positions \$13,048 \$13,448 \$13,439 \$13,843 \$13,863 \$22,850 \$22,850 \$22,850 \$22,850 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$28,952 \$301 \$311,869 \$311,869 \$311,869 \$311,869 \$311,869 \$311,869 \$313,946 \$313,946 \$313,946 \$313,946 \$313,946 \$313,946 \$313,946 \$313,946 \$313,956 \$301 \$30 \$30 \$30 \$30 <td>·</td> <td></td> <td></td> <td></td> <td></td>	·				
1100 Certificated Teachers' Salaries \$170,663 \$175,680 \$180,990 3301 OASDI/Medicate/Alternative, classified positions \$13,439 \$13,443 \$13,443 \$13,443 3011 Health and Welfare, certificated positions \$17,711 \$14,668 \$25,644 3001 Moxiters' Compensation, certificated positions \$17,711 \$14,668 \$256,644 3010 Approved Textbooks and Core Curricula Materials \$30,309 \$66,262 \$89,532 Total Resource 3010 - Title I Part A \$100 Certificated Teachers' Salaries \$27,775 \$28,608 \$29,466 1130 Certificated Teachers' Salaries \$20 \$30 \$0 \$0 3000 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 3000 Other Classified Supervisors' and Administrators' Salaries \$0 \$0 \$0 3010 Other Classified Supervisors' and Administrators' Salaries \$0 \$0 \$0 3010 Other Classified Supervisors' and Administrators' Salaries \$0 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, certificated positions \$2,125 \$2,126 \$2,02 \$0 302 OASDI/Medicare/Alternative, classified positions \$2,00 \$0	Resource 1400 - EPA Funds				
3301 OASDI/Medicare/Alternative, classified positions \$13,048 \$13,443 \$13,483 3401 Health and Weffare, certificated positions \$17,791 \$14,845 \$15,900 4100 Approved Textbooks and Core Curricula Materials \$30,309 \$68,282 \$89,532 Total Resource 1400 - EPA Funds \$23,040 \$283,040 \$311,869 Resource 3010 - Title I Part A Total Resource 1400 - EPA Funds \$20 \$20 \$283,040 \$311,869 Optimized Teachers' Salaries \$30 \$0 \$0 \$0 3000 Certificated Teachers' Salaries \$0 \$0 \$0 \$0 3000 Certificated Teachers' Salaries \$0 \$0 \$0 \$0 3000 Concertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 \$0 2000 Other Classified Instructional Salaries \$0	1100 Certificated Teachers' Salaries		\$170,563	\$175,680	\$180,950
3401 Health and Welfare, certificated positions \$23,710 \$24,658 \$25,644 3601 Workers' Compensation, certificated positions \$1,791 \$1,845 \$1,909 100 Approved Textbooks and Core Curricula Materials \$239,420 \$283,904 \$311,869 Resource 3010 - Title I Part A 1100 Certificated Teachers' Salaries subs \$0 \$0 \$0 3000 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 3000 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2000 Other Classified Instructional Salaries \$0 \$0 \$0 2000 Other Classified Instructional Salaries \$0 \$0 \$0 3010 Cartificated Instructional Salaries \$0 \$0 \$0 302 OASDI/Medicare/Alternative, certificated positions \$2 \$2,125 \$2,189 \$2,224 302 OASDI/Medicare/Alternative, certificated positions \$2 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$2 \$0 \$0 \$0 3030 Otherelis and Supplies \$0 \$0<	3301 OASDI/Medicare/Alternative, classified positions		\$13,048	\$13,439	\$13,843
3601 Workers' Compensation, certificated positions \$1,791 \$1,845 \$1,900 4100 Approved Textbooks and Core Curricula Materials \$230,9420 \$283,940 \$311,865 Total Resource 1400 - EPA Funds \$230,9420 \$283,940 \$283,940 \$311,865 1100 Certificated Teacher's Salaries - subs \$0 \$0 \$0 3000 Certificated Teacher's Salaries - subs \$0 \$0 \$0 3000 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 3000 Certificated Instructional Salaries \$0 \$0 \$0 3000 Other Classified Instructional Salaries \$0 \$0 \$0 3001 OASDI/Medicare/Alternative, classified positions \$2,125 \$2,126 \$2,125 3020 Abstructional Salaries \$0 \$0 \$0 \$0 3010 OASDI/Medicare/Alternative, classified positions \$2,125 \$2,125 \$2,125 3020 Workers' Compensation, classified positions \$200 \$0 \$0 3001 Workers' Compensation, classified positions \$222 \$300 \$200 3000 Workers' Compensation, classified pos	3401 Health and Welfare, certificated positions		\$23,710	\$24,658	\$25,644
4100 Approved Textbooks and Core Curricula Materials \$30,309 \$68,282 \$88,532 Total Resource 1400 - EPA Funds \$239,420 \$283,904 \$311,869 Resource 3010 - Title I Part A \$223,420 \$283,904 \$311,869 1100 Certificated Teachers' Salaries - subs \$0 \$0 \$0 \$0 1300 Certificated Teachers' Salaries - subs \$0 \$0 \$0 \$0 1300 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 \$0 2300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 \$0 2300 Other Classified Salaries \$0 \$0 \$0 \$0 \$0 2301 OASDI/Medicare/Intensitive, certificated positions \$2,12 \$2,18 \$2,254 \$0 <td>3601 Workers' Compensation, certificated positions</td> <td></td> <td>\$1,791</td> <td>\$1,845</td> <td>\$1,900</td>	3601 Workers' Compensation, certificated positions		\$1,791	\$1,845	\$1,900
Total Resource 1400 - EPA Funds \$239,420 \$283,904 \$311,869 Resource 3010 - Title I Part A 1100 Certificated Teachers' Salaries \$0 \$0 \$0 1100 Certificated Teachers' Salaries \$0 \$0 \$0 \$0 1300 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2000 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2000 Classified Instructional Salaries \$0 \$0 \$0 \$0 3010 OASDI/Medicare/Alternative, certificated positions \$2,125 \$2,189 \$2,254 3020 OASDI/Medicare/Alternative, certificated positions \$0 \$0 \$0 3010 ASDI/Medicare/Alternative, certificated positions \$0 \$0 \$0 3020 VASDI/Medicare/Alternative, certificated positions \$0 \$0 \$0 3020 VASDI/Medicare/Alternative, certificated positions \$0 \$0 \$0 3020 Varkers' Compensation, certificated positions \$0 \$0 \$0	4100 Approved Textbooks and Core Curricula Materials		\$30,309	\$68,282	\$89,532
Resource 3010 - Title I Part A 1100 Certificated Teachers' Salaries \$27,775 \$28,608 \$29,466 1130 Certificated Teachers' Salaries - subs \$0 \$0 \$0 300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 301 OASDI/Medicare/Alternative, certificated positions \$2,125 \$2,189 \$2,254 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 300 Workers' Compensation, classified positions \$2,92 \$300 \$5,000 \$5,000 300 U Workers' Compensation, classified positions \$2,90 \$0 \$0 \$0 300 Dues and Subplies \$5,000 \$5,000 \$5,000 \$5,000 4100 Approved Textbooks and Core Curricula Materials \$0 \$0 \$0 500 Dues and Subscriptions \$0 \$0 \$0 \$0<	Total Resource 1400 - EPA Funds	_	\$239,420	\$283,904	\$311,869
Resource 3010 - Title I Part A 9 1100 Certificated Teachers' Salaries - subs \$20 \$20,966 1130 Certificated Teachers' Salaries - subs \$0 \$0 300 Certificated Supervisors' and Administrators' Salaries \$0 \$0 2000 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2000 Other Classified Instructional Salaries \$0 \$0 \$0 \$0 3010 OASDI/Medicare/Alternative, classified positions \$2,125 \$2,189 \$2,254 3020 Other Classified Instructional Salaries \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3040 Health and Welfare, classified positions \$0 \$0 \$0 3040 Materials and Supplies \$0 \$0 \$0 3040 Materials and Supplies \$5,000 \$0 \$0 3040 Materials and Supplies \$0 \$0 \$0 3040 Dues and Subscriptions			. ,	. ,	
1100 Certificated Teachers' Salaries \$27,775 \$28,608 \$29,466 1130 Certificated Teachers' Salaries - subs \$0 \$0 \$0 3000 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 \$0 2000 Other Classified Salaries \$0 \$0 \$0 \$0 \$0 301 OASDI/Medicare/Alternative, catasified positions \$2,125 \$2,185 \$2,245 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, catasified positions \$20 \$0 \$0 \$0 \$0 3040 Health and Welfare, catsified positions \$292 \$300 \$0 \$0 3060 Workers' Compensation, catsified positions \$292 \$300 \$0 \$0 3060 Workers' Compensation, catsified positions \$292 \$300 \$0 \$0 3000 Materials and Supplies \$0 \$0 \$0 \$0 \$0 \$0 4000 Approved Textbooks and Core Curicula Materials \$0 \$0 </td <td>Resource 3010 - Title I Part A</td> <td></td> <td></td> <td></td> <td></td>	Resource 3010 - Title I Part A				
1130 Certificated Teachers' Salaries - subs \$0 \$0 \$0 1300 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2300 Ohassified Instructional Salaries \$0 \$0 \$0 2000 Ohassified Instructional Salaries \$0 \$0 \$0 301 OASDI/Medicare/Alternative, classified positions \$2,125 \$2,139 \$2,254 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3401 Health and Welfare, classified positions \$0 \$0 \$0 3601 Workers' Compensation, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 3600 Materials and Supplies \$100 \$0 \$0 \$0 200 Books and Chere Reference Materials \$0 \$0 \$0 2000 <t< td=""><td>1100 Certificated Teachers' Salaries</td><td></td><td>\$27,775</td><td>\$28,608</td><td>\$29,466</td></t<>	1100 Certificated Teachers' Salaries		\$27,775	\$28,608	\$29,466
1300 Certificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 300 Other Classified Salaries \$0 \$0 \$0 301 OASDI/Medicare/Alternative, certificated positions \$2,125 \$2,189 \$2,254 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3401 Health and Welfare, certificated positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$292 \$300 \$309 3602 Workers' Compensation, classified positions \$0 \$0 \$0 300 Materials and Supplies \$5,000 \$5,000 \$0 \$0 300 Books and Other Reference Materials \$0 \$0 \$0 \$0 300 Deas and Subscriptions \$0 \$0 \$0 \$0 \$0 \$0 \$0	1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2300 Noncertificated Supervisors' and Administrators' Salaries \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 2000 Other Classified Salaries \$0 \$0 \$0 301 OASDI/Medicare/Alternative, catasified positions \$2,125 \$2,149 \$2,254 302 OASDI/Medicare/Alternative, catasified positions \$0 \$0 \$0 3401 Health and Welfare, catasified positions \$0 \$0 \$0 3402 Health and Welfare, catasified positions \$0 \$0 \$0 3602 Workers' Compensation, catasified positions \$292 \$300 \$309 3602 Workers' Compensation, catasified positions \$0 \$0 \$0 3000 Materials and Supplies \$0 \$0 \$0 \$0 3000 Materials and Supplies \$0 \$0 \$0 \$0 3000 Materials and Supplies \$0 \$0 \$0 \$0 3000 Dues and Conference Materials \$0	1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries \$0 \$0 2900 Other Classified Salaries \$0 \$0 \$0 301 OASDI/Medicare/Alternative, certificated positions \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3401 Health and Welfare, certificated positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$00 3400 Materials and Supplies \$0 \$0 \$0 \$0 300 Materials and Supplies \$0 \$0 \$0 \$0 200 Travel and Conferences \$0 \$0 \$0 \$0 </td <td>2300 Noncertificated Supervisors' and Administrators' Salaries</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td>	2300 Noncertificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2900 Other Classified Salaries \$0 \$0 \$0 3301 OASDI/Medicare/Alternative, certificated positions \$2,125 \$2,189 \$2,254 3302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3401 Health and Welfare, classified positions \$0 \$0 \$0 3401 Health and Welfare, classified positions \$0 \$0 \$0 3601 Workers' Compensation, certificated positions \$292 \$300 \$309 3602 Workers' Compensation, certificated positions \$0 \$0 \$0 \$0 3000 Materials and Supplies \$5,000 \$5,000 \$5,000 \$0 4100 Approved Textbooks and Core Curricula Materials \$0 \$0 \$0 4200 Books and Other Reference Materials \$0 \$0 \$0 \$0 5000 Travel and Conferences \$0 \$0 \$0 \$0 \$0 5000 Communication \$0 \$0 \$0 \$0 \$0 5000 Consulting Services \$125 \$125 \$125 \$125 7100 Indicare/Miternative, classified positions<	2100 Classified Instructional Salaries		\$0	\$0	\$0
331 DASDI/Medicare/Alternative, certificated positions \$2,125 \$2,189 \$2,254 3302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3401 Health and Welfare, certificated positions \$0 \$0 \$0 3402 Health and Welfare, certificated positions \$0 \$0 \$0 3402 Health and Welfare, certificated positions \$292 \$300 \$309 3601 Workers' Compensation, certificated positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 3600 Moterials and Supplies \$5,000 \$5,000 \$5,000 4100 Approved Textbooks and Other Reference Materials \$0 \$0 \$0 200 Books and Other Reference Materials \$0 \$0 \$0 \$0 5000 Communication \$0 \$0 \$0 \$0 \$0 5000 Communication \$0 \$0 \$0 \$0 \$0 \$0 \$0 <	2900 Other Classified Salaries		\$0	\$0	\$0
3322 OASDI/Medicar/Alternative, classified positions 1 <th1< th=""> 1 1 <</th1<>	3301 OASDI/Medicare/Alternative, certificated positions		\$2.125	\$2,189	\$2.254
Alt Health and Welfare, certificated positions \$0 \$0 \$0 \$0 3401 Health and Welfare, classified positions \$0 \$0 \$0 \$0 3601 Workers' Compensation, certificated positions \$0 \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 \$0 3600 Consulting and Supplies \$5,000 \$5,000 \$5,000 \$0 \$0 3600 Loos and Other Reference Materials \$0 <	3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	¢_,_0
Alton Hauth and Welfare, classified positions \$0 \$0 \$0 \$0 3601 Workers' Compensation, certificated positions \$292 \$300 \$309 3602 Workers' Compensation, classified positions \$0 \$0 \$0 3600 Materials and Supplies \$5,000 \$5,000 \$5,000 4100 Approved Textbooks and Core Curricula Materials \$0 \$0 \$0 4200 Books and Other Reference Materials \$0 \$0 \$0 \$0 5200 Travel and Conferences \$0 \$0 \$0 \$0 \$0 500 Dues and Subscriptions \$0	3401 Health and Welfare, certificated positions		\$0	\$0	\$0
Order Notan Production Order Status Ord	3402 Health and Welfare, classified positions		\$0	¢0 \$0	¢0 \$0
Construction Construction<	3601 Workers' Compensation certificated positions		\$292	\$300	\$309
Construction Substruction Statistics Construction Statis Construction Statistics Const	3602 Workers' Compensation, classified positions		\$0	\$00¢	\$000 \$0
1000 Approved Textbooks and Core Curricula Materials 00,000 00,000 00,000 4100 Approved Textbooks and Core Curricula Materials \$0 \$0 \$0 \$0 4200 Books and Other Reference Materials \$0 \$0 \$0 \$0 5200 Travel and Conferences \$0 \$0 \$0 \$0 5300 Dues and Subscriptions \$0 \$0 \$0 \$0 5600 Rentals, Leases, Repairs \$3,000 \$3,000 \$3,000 \$3,000 5900 Communication \$0 \$0 \$0 \$0 \$0 5800 Consulting Services Tuition \$0 \$0 \$0 \$0 Tuition \$0 \$0 \$0 \$0 \$0 \$0 Bus Passes \$125 \$125 \$125 \$125 \$125 Contracted Substitutes \$0 \$0 \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 \$250 \$250 Printing \$0 \$0 \$0 \$0 \$0	4300 Materials and Supplies		\$5,000	\$5 000	\$5 000
The Approved Focusions and core dumination mitcontails 3.00 3.00 3.00 4.00 4200 Books and Other Reference Materials \$0 \$0 \$0 \$0 \$0 4200 Books and Other Reference Materials \$0 \$0 \$0 \$0 \$0 5200 Travel and Conferences \$0 \$0 \$0 \$0 \$0 500 Dues and Subscriptions \$0 \$0 \$0 \$0 \$0 500 Communication \$0 \$0 \$0 \$0 \$0 5800 Consulting Services Tuition \$0 \$0 \$0 \$0 Tuition \$0 \$0 \$0 \$0 \$0 \$0 Bus Passes \$125 \$125 \$125 \$125 \$125 Contracted Substitutes \$0 \$0 \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 \$250 \$250 Printing \$0 \$0 \$0 \$0 \$0 7350 Administrative Costs 15.00%	4100 Approved Textbooks and Core Curricula Materials		\$0.000	\$0,000 \$0	\$0,000 \$0
12:00 books and Outlet Reflection Relations 0 <td>4200 Books and Other Reference Materials</td> <td></td> <td>ΦΦ \$0</td> <td>\$0 \$0</td> <td>\$0 \$0</td>	4200 Books and Other Reference Materials		ΦΦ \$0	\$0 \$0	\$0 \$0
300 300 300 300 300 300 5300 Dues and Subscriptions \$0 \$0 \$0 \$0 5600 Rentals, Leases, Repairs \$3,000 \$3,000 \$3,000 \$3,000 5800 Communication \$0 \$0 \$0 \$0 \$0 5800 Consulting Services Tuition \$0 \$0 \$0 \$0 Contracted Services \$125 \$1	5200 Travel and Conferences		0¢ ()	04 04	04 0
5000 Dies and obtechpions \$00 \$00 \$00 \$00 5600 Rentals, Leases, Repairs \$3,000 \$3,000 \$3,000 5900 Communication \$0 \$0 \$0 \$0 5800 Consulting Services Tuition \$0 \$0 \$0 Contracted Services \$125 \$125 \$125 \$125 Contracted Substitutes \$0 \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 \$250 Printing \$0 \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 3302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions	5200 Dues and Subscriptions		ህ ው በ 2	\$0 \$0	\$0 \$0
3000 Refitals, Leases, Repairs \$3,000 \$3,000 \$3,000 5900 Communication \$0 \$0 \$0 5800 Consulting Services 1 \$0 \$0 \$0 Tuition \$0 \$0 \$0 \$0 \$0 Contracted Services \$1125 \$1125 \$1125 \$125 Contracted Substitutes \$0 \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 Printing \$0 \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA \$0 \$0 \$0 2100 Classified Instructional Salaries \$0 \$0 \$0 3302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976	5600 Partala Lasson Panaira		000 £⊅	000 £\$	000 £\$
5800 Consulting Services \$0 \$0 \$0 \$0 Tuition \$0 \$0 \$0 \$0 Contracted Services \$125 \$125 \$125 Contracted Substitutes \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 Printing \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$0 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs \$0,0% \$1,101 \$1,399 \$1,655	5000 Communication		φ3,000 ¢0	\$3,000 ¢0	\$3,000 ¢0
Tuition \$0 \$0 \$0 \$0 Contracted Services \$125	5900 Consulting Services		φU	4 0	4 0
Contracted Services \$125 \$125 \$125 Contracted Substitutes \$0 \$0 \$0 Bus Passes \$250 \$250 \$250 Printing \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$0 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs \$0.0% \$1,101 \$1,399 \$1,655	Tuition		¢O	0.2	0.1
Contracted Substitutes \$125 \$125 Contracted Substitutes \$0 \$0 Bus Passes \$250 \$250 Printing \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$0 \$0 \$0 \$0 302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs 5.00% \$1,101 \$1,399 \$1,655	Contracted Services		ΦU ¢105	ΦU €105	ው ው
Contracted Substitutes \$0 \$250 \$210 \$2100 \$210 \$2100 \$2100 \$2100 \$210 \$2100 \$2100 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$210 \$			φ120 ¢0	φ120 ¢0	\$125 ¢0
Bus Passes \$250 \$250 \$250 \$250 Printing \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs \$00% \$1,101 \$1,399 \$1,655	Due Dessee		ው ም ጋር ወ	ው ትጋር በ	φ0 Φ050
Printing \$0 \$0 \$0 \$0 7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs 5.00% \$11,01 \$1,399 \$1,655	Bus Passes		\$25U	¢250	\$25U
7350 Administrative Costs 15.00% \$5,785 \$5,921 \$6,061 Total Resource 3010 - Title I Part A \$44,351 \$45,393 \$46,466 Resource 3310 - Special Ed: IDEA 2100 Classified Instructional Salaries \$0 \$0 \$0 3302 OASDI/Medicare/Alternative, classified positions \$0 \$0 \$0 3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs \$0.0% \$1,101 \$1,399 \$1,655	Printing 7250 Administrative Ocete	45.00%	\$U شت عمت	\$U #C 004	\$U #C 001
Resource 3310 - Special Ed: IDEA\$44,351\$45,393\$46,4662100 Classified Instructional Salaries\$0\$0\$03302 OASDI/Medicare/Alternative, classified positions\$0\$0\$03402 Health and Welfare, classified positions\$0\$0\$03602 Workers' Compensation, classified positions\$0\$0\$05800 Consulting Services\$22,024\$27,976\$33,0957310 Indirect Costs5.00%\$1,101\$1,399\$1,655	7350 Administrative Costs	15.00%	\$5,785	\$5,921	\$6,061
Resource 3310 - Special Ed: IDEA2100 Classified Instructional Salaries\$0\$03302 OASDI/Medicare/Alternative, classified positions\$0\$03402 Health and Welfare, classified positions\$0\$03602 Workers' Compensation, classified positions\$0\$05800 Consulting Services\$22,024\$27,9767310 Indirect Costs\$00%\$1,101\$1,399\$1,655	Total Resource 3010 - Title I Part A		\$44,351	\$45,393	\$46,466
2100 Classified Instructional Salaries\$0\$0\$03302 OASDI/Medicare/Alternative, classified positions\$0\$0\$03402 Health and Welfare, classified positions\$0\$0\$03602 Workers' Compensation, classified positions\$0\$0\$05800 Consulting Services\$22,024\$27,976\$33,0957310 Indirect Costs5.00%\$1,101\$1,399\$1,655	Resource 3310 - Special Ed: IDEA				
3302 OASDI/Medicare/Alternative, classified positions\$0\$0\$03402 Health and Welfare, classified positions\$0\$0\$03602 Workers' Compensation, classified positions\$0\$0\$05800 Consulting Services\$22,024\$27,976\$33,0957310 Indirect Costs5.00%\$1,101\$1,399\$1,655	2100 Classified Instructional Salaries		\$0	\$0	\$0
3402 Health and Welfare, classified positions \$0 \$0 \$0 3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs 5.00% \$1,101 \$1,399 \$1,655	3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions \$0 \$0 \$0 5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs 5.00% \$1,101 \$1,399 \$1,655	3402 Health and Welfare, classified positions		\$0	\$0	\$0 \$0
5800 Consulting Services \$22,024 \$27,976 \$33,095 7310 Indirect Costs 5.00% \$1,101 \$1,399 \$1,655	3602 Workers' Compensation, classified positions		\$0	\$0	\$0 \$0
7310 Indirect Costs 5.00% \$1.101 \$1.399 \$1.655	5800 Consulting Services		\$22.024	\$27 976	\$33 095
	7310 Indirect Costs	5.00%	\$1,101	\$1,399	\$1.655

	Total Resource 3310 - Special Ed: IDEA		\$23,125	\$29,375	\$34,750
	Resource 4035 - Title II				
1300	Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301	OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601	Workers' Compensation, certificated positions		\$0	\$0	\$0
5200	Travel and Conferences		\$0	\$0	\$0
5201	Event Registration		\$1 800	\$1 800	\$1 800
5602	Temporary Rentals		\$0	\$0	\$0
5800	Consulting Services		\$1 600	\$1 600	\$1 600
5801	Software Licenses		\$1,000	\$1,000	\$1,000
5810	Catering		0+0,1¢ \$0	0+0,1¢ \$0	0+0,1¢ \$0
7350	Administrative Costs	5 00%	φ0 \$222	φ0 \$222	φ0 \$222
1000	Total Resource 4035 - Title II	0.00%	\$4,662	\$4,662	\$4,662
			φ 4 ,002	ψ 1 ,002	ψ 1 ,002
	Resource 4610 Public Charter School Grants				
1100	Certificated Teachers' Salaries		\$0	\$0	\$0
2300	Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
1300	Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100	Classified Instructional Salaries		\$26,055	\$26,815	\$27,598
3301	OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3302	OASDI/Medicare/Alternative, classified positions		\$1,993	\$2,051	\$2,111
3401	Health and Welfare, certificated positions		\$0	\$0	\$0
3402	Health and Welfare, classified positions		\$2,220	\$2,309	\$2,401
3601	Workers' Compensation, certificated positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$274	\$282	\$290
4100	Approved Textbooks and Core Curricula Materials		\$0	\$0	\$0
4200	Books and Other Reference Materials		\$0	\$0	\$0
4300	Materials and Supplies				
	Case-It Binders with Logo - binder cost		\$2,500	\$0	\$0
	PE Athletics/Science and Music Supplies		\$5,000	\$0	\$0
4400	Non-capitalized equipment				
	Technology		\$15,000	\$0	\$0
	Furniture		\$40,000	\$0	\$0
5300	Dues and Subscriptions (AVID)		\$4,559	\$0	\$0
5800	Professional/Consulting Services				
	Cal Poly Curriculum Development		\$0	\$0	\$0
	Leadership Elective Programming		\$0	\$0	\$0
	Transportation		\$0	\$0	\$0
	Advertising		\$0	\$0	\$0
	Case-It Binders with Logo for MS and HS students & printing		\$1,000	\$0	\$0
	U-Can College Admittance Program		\$0	\$0	\$0
	CRC Per Semester Student Fees		\$470	\$0	\$0
	Emergency Preparedness Plan		\$0	\$0	\$0
	Legal and Appraisal Expenses		\$0	\$0	\$0
	Relay Graduate School Tuition		\$0	\$0	\$0
5200	Travel and Conferences		\$0	\$0	\$0
5710	Charge for Athletics		\$0	\$0	\$0
6400	Furniture & Equipment		\$0	\$0	\$0
	Total Resource 4610 Public Charter School Grants		\$99,071	\$31,457	\$32,400
	Persource 5240 Child Nutrition Decement				
2200	Neneartificated Support Solarias		¢01 600	¢00 407	¢00 705
2200	Noncentinoated Support Salaries		δ0C,IΣ¢	Φ∠∠,13/ ¢1 co1	Φ4 740
3302			φ1,045 ¢440	\$1,694	\$1,743
3402			\$416	\$433	\$450
3602	workers compensation, classified positions		\$226	\$232	\$239

4300	Materials and Supplies		\$1,000	\$1,000	\$1,000
4400	Non-capitalized equipment		\$500	\$500	\$500
4700	Food		\$53,932	\$63,919	\$70,161
5600	Rentals, Leases, Repairs		\$0	\$0	\$0
5800	Certification (1 Food Handler & 1 Manager Cert)		\$1,372	\$1,372	\$1,372
7310	Indirect Costs	5.00%	\$4,030	\$4,564	\$4,913
7438	Debt Service - Interest		\$0	\$0	\$0
7439	Debt Service - Principal		\$0	\$0	\$0
	Total Resource 5310 Child Nutrition Program		\$84,629	\$95,852	\$103,164
	Resource 5320 Supper Program				
2200	Noncertificated Support Salaries		\$0	\$0	\$0
3302	OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3602	Workers' Compensation, classified positions		\$0	\$0	\$0
4300	Materials and Supplies		\$0	\$0	\$0
4700	Food		\$27,218	\$32,259	\$35,409
5750	Charge for Program Technician		\$7,450	\$8,534	\$9,013
7310	Indirect Costs	5.00%	\$0	\$0	\$0
	Total Resource 5320 Supper Program		\$34,668	\$40,793	\$44,422
	Resource 6300 Lottery				
4100	Approved Textbooks and Core Curricula Materials (Lottery)		\$8,624	\$10,731	\$12,691
5800	Printing and Reproduction - Curriculum Materials	_	\$0	\$0	\$0
	Total Resource 6300 Lottery		\$8,624	\$10,731	\$12,691
	Resource 6500 - Special Ed				
1100	Certificated Salaries		\$54,989	\$56,638	\$58,337
1130	Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100	Classified Instructional Salaries		\$47,589	\$48,978	\$50,409
3301	OASDI/Medicare/Alternative		\$4,207	\$4,333	\$4,463
3302	OASDI/Medicare/Alternative, classified positions		\$3,641	\$3,747	\$3,856
3401	Health and Welfare		\$8,881	\$9,236	\$9,605
3402	Health and Welfare, classified positions		\$0	\$0	\$0
3601	Workers' Compensation		\$577	\$595	\$613
3602	Workers' Compensation, classified positions		\$500	\$514	\$529
4200	Books and Other Reference Materials		\$2,250	\$2,250	\$2,250
4300	Materials and Supplies		\$1,750	\$1,750	\$1,750
4400	Non-capitalized equipment		\$0	\$0	\$0
5100	Subagreements for Services		\$0	\$0	\$0
5200	Travel and Conferences		\$1,500	\$1,500	\$1,500
5710	Transfer of Direct Costs		\$0	\$0	\$0
5800	Consulting Services		(\$22,024)	(\$27,976)	(\$33,095)
5750	Charge for Program Specialist		\$89,001	\$101,340	\$107,289
7310	Indirect Costs	5.00%	\$9,643	\$10,145	\$10,375
	Total Resource 6500 - Special Ed		\$202,502	\$213,049	\$217,881
	Resource 6512 Mental Health				
2100	Classified Instructional Salaries		\$88,336	\$90,922	\$93,587
3302	OASDI/Medicare/Alternative, classified positions		\$6,758	\$6,956	\$7,159
3402	Health and Welfare, classified positions		\$3,779	\$3,930	\$4,087
3602	Workers' Compensation, classified positions		\$928	\$955	\$983
5100	Subagreements for Services		\$0	\$0	\$0
5710	Transfer of Direct Costs		\$0	\$0	\$0
5800	Consulting Services		\$0	\$0	\$0
7310	Indirect Costs	5 00%	\$4 990	\$5 138	\$5 291

Total Resource 6512 Mental Health	\$104,790	\$107,901	\$111,107
Total Expenses	\$3,687,591	\$4,338,686	\$4,081,915
Excess of Revenue over Expenditures	\$38,011	\$28,780	\$532,797
Unrestricted Beginning Fund Balance			
Restricted Beginning Fund Balance			
Beginning Fund Balance	(\$10,238)	\$27,773	\$56,554
Projected Ending Fund Balance	\$27,773	\$56,554	\$589,351
Reserved for Economic Uncertainty* 5%	\$136,626	\$166,355	\$188,188
Reserved for Fundraising	\$0	\$0	\$0
Undesignated	(\$108,853)	(\$109,802)	\$401,163
Projected Ending Fund Balance	\$27,773	\$56,554	\$589,351
Contribution to (from) Unrestricted for Food Service	(\$55.571)	(\$61 117)	(\$64 682)
Contribution to (from) Unrostricted for Special Education	(\$70.260)	(\$51,117) (\$51,777)	(\$07,002) (\$25,404)
Contribution to (norm) on estincted for Special Education	(\$10,300)	(ຈວາ,///)	(405,464)

* - Per MOU, based on 5% of LCCF

Early College High School Facilities Costs and Funding

	_	2020-21	2021-22	2022-23	2023-24
Square Feet Required	_	7,000	7,000	36,000	36,000
(square footage adj in Aug)		7,000	36,000	36,000	20,000
Rent per Square Foot	\$1.10	\$1.33			
Annual Lease Payments		\$111,187	\$877,538	\$1,089,375	\$736,406
Ground Lease + Portables		\$0	\$0	\$0	\$0
Pro-Rata Share per Sq Foot (includes utilities)		\$0.37	\$0.07	\$0.07	\$0.07
Common Area Maintenance	_	\$31,080	\$27,720	\$30,240	\$16,800
Total Rent Expense		\$142,267	\$905,258	\$1,119,615	\$753,206
Utilities (included in CAM 20-21)	\$0.15	\$0	\$59,400	\$64,800	\$36,000
Educational Complex - Monthly Installm	nent		\$112,500	\$131,250	\$156,250
Allocated to ECHS			70%	70%	38%
Allocated to FMS			30%	30%	23%
Allocated to ARCP					40%

Fortune Middle School Student Demographics

			2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:		_					
ТК			0	0	0	0	0
К-З			0	0	0	0	0
4-6			0	2	2	2	2
7-8			0	3	4	4	4
			0	5	6	6	6
ADA Rate			0	95.51%	92%	92%	92%
Unduplicated Count			79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA			0	0	165	165	165
Projected PY Annual ADA (97%)			0	0	160	160	160
PY Annual ADA for Lottery (1.0446)			0	0	167	167	167
2019-20	K-3		4-6	7-8	Total		
Enrollment	_	0	0	0	0		
ADA		0	0	0	0		
Unduplicated Count					0		
2020-21	K-3		4-6	7-8	Total		
Enrollment		0	61	112	173	Fall Census	
ADA		0	58	107	165		
Unduplicated Count					135		
2021-22	К-З		4-6	7-8	Total		
Enrollment		0	60	120	180		
ADA		0	55	110	165		
Unduplicated Count					140		
2022-23	K-3		4-6	7-8	Total		
Enrollment		0	60	120	180		
ADA		0	55	110	165		
Unduplicated Count					140		
2023-24	K-3		4-6	7-8	Total		
Enrollment		0	60	120	180		
ADA		0	55	110	165		
Unduplicated Count					140		

FY 2022 - FY 2024 Charter Renewal Budget Fortune Middle School

Rolls Up to Fund 05

			2021-22	2022-23	2023-24
	Funded ADA		165	165	165
	LCFF Entitlement	\$11,097	\$1,738,647	\$1,786,216	\$1,840,964
8096	Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012	2 Education Protection Act Funds		\$152,338	\$152,419	\$152,544
8011	LCFF - State Aid		\$1,586,309	\$1,633,797	\$1,688,420
	Total Local Control Funding Formula Sources		\$1,738,647	\$1,786,216	\$1,840,964
8181 8182 8220 8220 8290 8290 8290	Federal Revenues Special Education Entitlement 2 Special Education Discretionary Grants - Mental Health 0 Child Nutrition Programs 0 Child and Adult Care Food Program 1 Title I /Title IV 0 Title II 0 Other Federal Revenue	\$125.00	\$21,625 \$0 \$51,958 \$35,965 \$56,466 \$7,823 \$74,559	\$22,500 \$0 \$51,958 \$35,965 \$57,513 \$7,823 \$0	\$22,500 \$0 \$51,958 \$35,965 \$58,592 \$7,823 \$0
	Total Federal Revenues		\$248,395	\$175,758	\$176,837
8520 8520 8560 8560 8560 8590 8590 8590 8590 8590 8590 8590 859	Other State Revenues0 Child Nutrition Programs0 Child and Adult Care Food Program0 School Breakfst Program Expansion Grant0 State Lottery (begins in FY2021-22)0 State Lottery-PY0 State Lottery - Restricted0 State Lottery - Restricted-PY0 SB740 Facilities Reimbursement0 SB740 Facilities Reimbursement - PY Adjustment0 Classified Employee PD Block Grant0 SSID/STAR/CELDT Testing Reimbursements0 State COVID-19 Funds GF0 Mandate Block Grant0 One-Time per ADA Grants0 Mental Health per ADA2 Special Education EntitlementTotal State Revenues	\$150.00 \$49.00 \$17.11 \$0.00 \$634.00	\$4,223 \$2,505 \$0 \$50,156 \$0 \$16,384 \$0 \$225,967 \$0 \$0 \$0 \$0 \$24,000 \$100,823 \$426,880	\$4,223 \$2,505 \$0 \$25,050 \$0 \$8,183 \$0 \$250,286 \$0 \$0 \$0 \$0 \$20 \$0 \$2,859 \$0 \$24,000 \$103,838 \$420,944	\$4,223 \$2,505 \$0 \$25,050 \$0 \$8,183 \$0 \$199,701 \$0 \$0 \$0 \$0 \$2,906 \$0 \$2,906 \$0 \$24,000 \$1107,039 \$373,605
8634 8631 8699 8699	Other Local Revenue Food Service Sales Sale of Equipment and Supplies All other Local Revenue - Unrestricted Donations/Fundraising All Other Local Revenue - Facility Use Total Local Revenue Other Financing Sources Proceeds From Capital Leases		\$3,703 \$0 \$0 \$3,703 \$0	\$3,703 \$0 \$0 \$3,703 \$0	\$3,703 \$0 \$0 \$3,703 \$0
8979	Proceeds From TI Loans		\$0	\$0	\$0
8980	Contribution to Athletic Department		\$0	\$0	\$0
	Total Financing Sources		\$0	\$0	\$0
	Total Revenues and Other Financing Sources		\$2,417,625	\$2,386,621	\$2,395,109
Resource 0000 - Unrestricted General Education					
---	---------	-----------	-----------	-----------	
1100 Certificated Teachers' Salaries		\$288,100	\$296,743	\$305,646	
1130 Certificated Teachers' Salaries - subs		\$21,750	\$21,750	\$21,750	
1300 Certificated Supervisors' and Administrators' Salaries		\$78,676	\$81,037	\$83,468	
1900 Other Certificated Salaries		\$0	\$0	\$0	
2100 Classified Instructional Salaries		\$0	\$0	\$0	
2200 Noncertificated Support Salaries		\$63,823	\$64,795	\$65,795	
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0	
2400 Clerical, Technical and Office Staff Salaries		\$43,029	\$44,320	\$45,650	
1200 Certificated Pupil Support Salaries		\$0	\$0	\$0	
2900 Other Classified Salaries		\$73,693	\$75,173	\$76,698	
3301 OASDI/Medicare/Alternative, certificated positions		\$32,869	\$33,805	\$34,770	
3302 OASDI/Medicare/Alternative, classified positions		\$15,533	\$15,871	\$16,219	
3401 Health and Welfare, certificated positions		\$54,259	\$57,253	\$58,912	
3402 Health and Welfare, classified positions		\$34,400	\$34,860	\$35,767	
3501 State Unemployment Insurance, certificated		\$6,500	\$6,500	\$6,500	
3502 State Unemployment Insurance, classified		\$0	\$0	\$0	
3601 Workers' Compensation, certificated positions		\$4,080	\$4,195	\$4,314	
3602 Workers' Compensation, classified positions		\$1,896	\$1,935	\$1,975	
4100 Approved Textbooks and Core Curricula Materials		\$70,704	\$83,295	\$87,796	
4200 Books and Other Reference Materials		\$0	\$0	\$0	
4300 Materials and Supplies					
Instructional (\$1,000 returning/\$1,500 new classes)		\$7,850	\$6,850	\$6,850	
Recess/Incentives		\$2,200	\$2,200	\$2,200	
Case-It Binders with Logo for MS and HS students		\$5,600	\$5,600	\$5,600	
Other (Office/clerical)		\$10,000	\$10,000	\$10,000	
Custodial Supplies		\$6,600	\$6,600	\$10,000	
Bark Replacement		\$0	\$0	\$0	
PE Uniforms		\$1,500	\$1,500	\$1,500	
Promotional Material		\$0	\$0	\$0	
Parent Academy Food and Materials		\$1,500	\$1,500	\$1,500	
Advocacy Day Food and SWAG		\$1,800	\$1,800	\$1,800	
Instructional- Science curriculum supplies		\$1,000	\$1,000	\$1,000	
4400 Non-capitalized equipment		\$0	\$0	\$0	
Technology		\$0	\$2,000	\$2,000	
Furniture		\$0	\$2,000	\$2,000	
5200 Travel and Conferences - Parent Academy Presenters		\$200	\$200	\$200	
5300 Dues and Memberships					
CSDC	\$3.00	\$540	\$540	\$540	
CCSA	\$10.00	\$1,800	\$1,800	\$1,800	
EdJoin		\$100	\$100	\$100	
Other Dues and Memberships (AVID)		\$4,559	\$4,559	\$4,559	
5400 Insurance		\$17,000	\$17,500	\$17,500	
5500 Operations and Housekeeping					
Utilities (per square foot per mo.)		\$40,248	\$43,200	\$36,000	
Alarm Monitoring (Fire and Burglar)		\$1,500	\$1,500	\$1,500	
Pest Control		\$1,000	\$1,000	\$1,000	
5600 Rentals, Leases, Repairs					
Facility Rent		\$399,446	\$487,035	\$442,894	
Repairs		\$4,000	\$5,000	\$5,000	
Facilities Maintenance		\$35,853	\$5,000	\$10,000	
Copier and Credit Card Terminal Lease		\$10,000	\$12,000	\$15,000	
5710 Charge for Athletics		\$74,716	\$61,492	\$56,943	
Transfer of Direct Costs		\$0	\$0	\$0	
5800 Professional/Consulting Services					
BTSA Stipend		\$0	\$0	\$0	

SAYS Elicetive \$18.800 \$18.500 \$2.000 \$2.000 \$2.000 \$2.000 \$2.000 \$2.000 \$2.000 \$2.000 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.003 \$2.000 \$2.000	Shredding Service (Cintas)		\$720	\$720	\$720
Contracted Sub Services 50 50 \$56,000 Cintas Uniforms \$6,600 \$7,000 \$40,000 Other Services and Exponse (includes finance charges) \$2,000 \$22,000 \$22,000 Hearing and Vision Screening \$1,800 \$1,800 \$1,800 \$1,800 Printing and Reproduction \$2,000 \$22,000 \$22,000 \$22,000 Bottled Water \$0 \$0 \$0 \$00 Filmess Club \$500 \$5200 \$500 Legal Expanses \$500 \$225 \$825 Illuminate Leenses (Clading and Assessment) \$5,78 \$1,119 \$1,133 \$1,630 Areits Licenses (Grading and Assessment) \$5,78 \$4,235 \$4,235 \$4,235 Student Persistence Incentive Trips \$3,000 \$5,000 \$5,000 \$5,000 Business Services (Auft) \$6,000 \$6,000 \$6,000 \$6,000 Printing and Reproduction - Curriculum Materials \$3,344 \$4,471 \$4,471 Unsecure Property Tox \$8265 \$825 \$825	SAYS Elective		\$18,800	\$18,800	\$18,800
Cirtas Uniforms \$6,600 \$5,600 \$5,000 \$5,000 CRC Par Samestar Fees \$6 \$6,600 \$7,200 \$4,050 Other Services and Expense (includes finance charges) \$2,000 \$2,1,000 \$1,630	Contracted Sub Services		\$0	\$0	\$0
CRC Par Semastar Fees 50 50 52 Landscape Maintenance 56,600 57,200 52,000 Other Services and Expense (includes finance charges) 52,000 52,000 52,000 Bottled Water 500 5500 5500 Fitness Classes - Women's Wellness Club 500 5500 5500 Lagal Expanses 5500 5500 5500 Annual Permits and Fees (Aarm) 52,00 52,00 52,00 Parent Square 55,00 52,63 52,63 52,03 Illuminate Licenses (Grading and Assessment) 56,78 51,119 51,1650 51,660 MAP Testing Encencent Tips 55,000 55,000 55,000 55,000 55,000 Business Services (Auth) 56,000 56,000 56,000 56,000 56,000 Printing and Reproduction - Curriculum Materiats (S3,384) 54,817 54,825 58,257 52,2700 IT Services Renewals (AV, Firewal, Server Warranties) 520,600 527,000 527,000 527,000 527,000 527,000	Cintas Uniforms		\$6,600	\$6,600	\$6,600
Landscape Maintenance \$6,000 \$7,200 \$4,000 Other Services and Expenses (includes finance charges) \$2,000 \$2,000 \$2,000 Printing and Reproduction \$1,800 \$1,800 \$1,800 \$1,800 Bottled Water \$0 \$0 \$500 \$500 \$500 Legal Expenses \$500 \$500 \$500 \$500 \$500 Annual Permits and Fees (Alarm) \$2,00 \$2,003 \$200 \$200 \$200 Annual Licenses (Grading and Assessment) \$6,78 \$1,19 \$1,183 \$1,650 \$1,650 \$1,650 \$1,650 \$1,650 \$1,650 \$2,003 <td>CRC Per Semester Fees</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td>	CRC Per Semester Fees		\$0	\$0	\$0
Other Services and Expense (includes finance charges) \$2,000 \$2,000 \$2,000 Heating and Vision Screening \$1,800 \$1,800 \$1,800 \$1,800 Bottled Water \$0 \$2,000 \$2,000 \$2,000 \$2,000 Bottled Water \$00 \$500 \$500 \$500 \$500 Legal Expenses \$500 \$200 \$200 \$200 \$200 Parent Square \$5.00 \$825 \$825 \$825 \$825 Illuminate Licenses (Grading and Assessment) \$6.78 \$1,119 \$1,183 \$1,833 Acries License (Sill) \$10.00 \$1,600 \$5,000 \$2,003 \$2,003 Leadership Elective Programming (U-Can) \$0 \$0 \$0 \$0 \$0 Business Services (Audit) \$6,000 \$6,000 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600 \$2,1,600	Landscape Maintenance		\$6,600	\$7,200	\$4,050
Hearing and Vision Screening \$1.800 \$1.800 \$2.000 Bottled Water \$0 \$0 \$0 \$0 Filness Classes- Women's Wellness Club \$500 \$500 \$500 Legal Expenses \$500 \$820 \$2000 Annual Permits and Fees (Alarm) \$200 \$200 \$200 Parent Square \$5.00 \$825 \$825 \$825 Illuminata Liconses (Grading and Assessment) \$6.78 \$1.19 \$1.183 \$1.183 Aeries License (SIS) \$10.00 \$1.650 \$1.650 \$1.650 \$2.063 MAPT Tearing Fees \$12.50 \$2.063 \$2.063 \$2.063 \$2.063 Leadership Elective Programming (U-Can) \$0 \$0 \$0 \$0 \$0 Disiness Services (Audit) \$5.00 \$2.1000 \$2.1000 \$2.1000 \$2.1000 IT Services \$2.100 \$2.1000 \$2.1000 \$2.1000 \$2.1000 IT Services Renewals (AV, Firewall, Server Waranties) \$90 \$1.029 \$1.029 \$1.029	Other Services and Expense (includes finance charges)		\$2,000	\$2,000	\$2,000
Printing and Reproduction \$2.000 \$2.000 Bottled Water \$0 \$00 \$00 Filtness Classes - Womer's Wellness Club \$500 \$500 \$500 Legal Expenses \$500 \$200 \$200 Annual Permits and Rees (Atarm) \$5.00 \$225 \$200 Parent Square \$5.00 \$225 \$225 Illuminate Licenses (Grading and Assessment) \$6.78 \$1,119 \$1,183 \$1,650 MAP Testing Fees \$12.50 \$2,003 \$2,003 \$2,003 \$2,003 Edimentul Licenses/Moby Max \$42,35 \$42,325 \$42,325 \$42,325 \$42,325 \$42,325 \$50,00 \$50,000 \$60,000 <	Hearing and Vision Screening		\$1,800	\$1,800	\$1,800
Bottled Water \$0 \$00 Fitness Classes - Women's Wellness Club \$500 \$500 \$500 Annual Parmits and Fees (Alarm) \$200 \$200 \$200 Parent Square \$5.00 \$220 \$200 Parent Square \$5.00 \$5.00 \$5.00 \$220 Illuminate Licenses (Grading and Assessment) \$6.78 \$1.19 \$1.183 Aeries License (SIS) \$10.00 \$1.650 \$1.650 MAP Testing Fees \$12.50 \$2.063 \$2.063 Edmentum Licenses/Moby Max \$4.235 \$4.235 \$4.235 Student Persistence Incentive Trips \$6.000 \$6.000 \$6.000 Printing and Reproduction - Curriculum Materials \$\$1.50 \$21.600 \$27.000 IT Services \$21.600 \$21.600 \$27.000 \$25.000 \$22.600 \$27.000 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1.020 \$1.650 \$600 \$600 \$600 \$600 \$600 \$600 \$600 \$600 \$600 \$600	Printing and Reproduction		\$2,000	\$2,000	\$2,000
Filness Classes - Women's Wellness Club \$500 \$500 \$500 Legal Expenses \$500 \$500 \$500 Annual Permits and Fees (Alarm) \$200 \$220 \$220 Parent Square \$5.00 \$825 \$825 Illuminate Licenses (Grading and Assessment) \$6.78 \$1.119 \$1.133 \$1.133 Aeries License (GiS) \$10.00 \$1.650 \$2.063 \$2.263 Edimentum Licenses/Moby Max \$2.03 \$2.203 \$2.263 \$4.235 \$4.817 Unsecured Propenty Tax \$8500 \$5.000 \$5.000 \$5.000 \$5.000 \$5.000 \$5.000 \$5.000 \$6.00 \$6.05 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 \$4.650 <td< td=""><td>Bottled Water</td><td></td><td>\$0</td><td>\$0</td><td>\$0</td></td<>	Bottled Water		\$0	\$0	\$0
Legal Expanses \$500 \$500 \$500 Annual Permits and Fees (Alarm) \$200 \$200 \$200 Parent Square \$5.00 \$205 \$825 \$825 Illuminate Licenses (Grading and Assessment) \$6.78 \$1,113 \$1,183 \$1,183 Aries License (Sils) \$10.00 \$1,650 \$1,660 \$1,660 MAP Testing Fees \$12,50 \$2,063 \$2,063 \$2,063 \$2,063 Edmentum Licenses(Moby Max \$4,235 \$4,235 \$4,235 \$4,235 \$500 \$500 \$500 \$	Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Annual Permits and Fees (Alarm) \$2000 \$200 \$2100 \$2100 \$2100 \$2100 \$2100 \$2100 \$2100 \$2100 <td>Legal Expenses</td> <td></td> <td>\$500</td> <td>\$500</td> <td>\$500</td>	Legal Expenses		\$500	\$500	\$500
Parent Square \$5.00 \$8225 \$825 \$825 Illuminate Licenses (Grading and Assessment) \$6.78 \$1.119 \$1.850 \$1.850 Aeries Licenses (ISIS) \$10.00 \$1.650 \$1.650 \$1.650 \$1.650 MAP Testing Fees \$12.50 \$2.063 \$2.063 \$2.063 Edmentum Licenses/Moby Max \$4.235 \$4.235 \$4.235 \$4.235 Student Persistence licentive Trips \$5.000 \$5.000 \$6.000 Leadership Elective Programming (U-Can) \$0 \$0 \$0 Disenses Services (Audit) \$6.000 \$21.600 \$227.000 IT Services Renewals (AV, Firewall, Server Warranties) \$296 \$1.029 \$1.025 Embroider Binders with Logo for MS & HS students \$4.650 \$4.650 \$4.650 Emergency Preparentenses Plan \$660 \$600 \$600 Websatie Update (C-Spot) \$0 \$0 \$0 Credit Card Processing Fees \$500 \$500 \$500 Credit Card Processing Fees \$500 \$500 \$500	Annual Permits and Fees (Alarm)		\$200	\$200	\$200
Illuminate Licenses (Grading and Assessment) \$6.78 \$1,163 \$1,163 \$1,183 Aeries Licenses (SIS) \$10.00 \$1,650 \$1,600 </td <td>Parent Square</td> <td>\$5.00</td> <td>\$825</td> <td>\$825</td> <td>\$825</td>	Parent Square	\$5.00	\$825	\$825	\$825
Arries License (SIS) \$10.00 \$1.650 \$1.650 MAP Testing Fees \$12.50 \$2.063 \$2.063 Edmentum Licenes/Moty Max \$4.235 \$4.235 \$4.235 Student Persistence incentive Trips \$5.000 \$5.000 \$5.000 Leadership Elective Programming (U-Can) \$0 \$0 \$0 Business Services (Audit) \$6.000 \$5.000 \$5.000 Printing and Reproduction - Curriculum Materials \$3.341 \$4.817 \$4.817 Unsecured Property Tax \$825 \$825 \$825 IT Services \$21.600 \$21.000 \$21.000 \$21.000 \$21.000 \$21.000 \$21.000 \$21.000 \$21.000 \$22.000 \$27.000 \$21.000 \$22.000 \$27.000 \$21.000 <td>Illuminate Licenses (Grading and Assessment)</td> <td>\$6.78</td> <td>\$1,119</td> <td>\$1,183</td> <td>\$1,183</td>	Illuminate Licenses (Grading and Assessment)	\$6.78	\$1,119	\$1,183	\$1,183
MAP Testing Fees \$12.50 \$2,063 \$2,063 \$2,063 \$2,063 \$2,063 \$2,023 \$4,235 \$4,235 \$5,000 \$5,000 \$5,000 \$5,000 \$5,000 \$6,001 \$6,00 \$6,000 \$6,000 \$6,00 <td>Aeries License (SIS)</td> <td>\$10.00</td> <td>\$1,650</td> <td>\$1,650</td> <td>\$1,650</td>	Aeries License (SIS)	\$10.00	\$1,650	\$1,650	\$1,650
Edmentum Licenses/Moby Max \$4,235 \$4,235 \$4,235 Student Persistence Incentive Trips \$5,000 \$5,000 Leadership Elective Programming (U-Can) \$0 \$6,000 Printing and Reproduction - Curriculum Materials \$8,334) \$4,817 \$4,817 Unsecured Property Tax \$825 \$825 \$825 \$825 \$825 IT Services \$21,600 \$21,000 \$21,000 \$27,000 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,029 Embroider Binders with Logo for MS &HS students \$44,650 \$4,650 \$660 Website Update (C-Spot) \$0 \$0 \$0 \$00 Credit Card Processing Fees \$00 \$500 \$500 \$500 District Oversight (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,862 \$18,410 500 Communications \$14,400 \$14,000 \$30,000 \$30,000 Additional wireless \$0	MAP Testing Fees	\$12.50	\$2,063	\$2,063	\$2,063
Student Persistence Incentive Trips \$5,000 \$5,000 \$5,000 Leadership Elective Programming (U-Can) \$0 \$0 \$0 Business Services (Audit) \$6,000 \$6,000 \$6,000 \$6,000 Printing and Reproduction - Curriculum Materials \$3,384 \$4,817 \$4,817 Unsecured Property Tax \$825 \$825 \$825 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,062 Embroider Binders with Logo for MS & HS students \$4,650 \$4,650 \$6,660 Website Update (C-Spot) \$0 \$0 \$0 \$500 Credit Card Processing Fees \$500 </td <td>Edmentum Licenses/Moby Max</td> <td></td> <td>\$4,235</td> <td>\$4,235</td> <td>\$4,235</td>	Edmentum Licenses/Moby Max		\$4,235	\$4,235	\$4,235
Leadership Elective Programming (U-Can) \$0 \$0 \$0 Business Services (Audit) \$6,000 \$6,000 \$6,000 Printing and Reproduction - Curiculum Materials \$3,341 \$4,817 \$4,817 Unsecured Property Tax \$825 \$825 \$825 IT Services \$21,600 \$21,600 \$21,000 \$27,000 IT Services Renewals (AV, Firewall, Server Warranties) \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$4,650 \$50 \$50	Student Persistence Incentive Trips		\$5,000	\$5,000	\$5,000
Business Services (Audit) \$6,000 \$6,000 \$6,000 Printing and Reproduction - Curriculum Materials \$8,3344 \$8,4317 \$8,4317 Unsecured Property Tax \$8225 \$8225 \$8225 \$8225 \$8225 \$8225 \$8250 \$500	Leadership Elective Programming (U-Can)		\$0	\$0	\$0
Printing and Reproduction - Curriculum Materials (\$3.384) \$4.817 \$4.817 Unsecured Property Tax \$825 \$\$25 \$\$25 IT Services \$\$21,600 \$\$21,600 \$\$27,000 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,062 Embroider Binders with Logo for MS & HS students \$4,650 \$4,650 \$600 Website Update (C-Spot) \$0 \$0 \$0 \$00 Credit Card Processing Fees \$500 \$500 \$500 \$66,983 \$66,983 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,386 \$17,862 \$18,410 5000 Communications \$0 \$0 \$0 \$0 \$0 \$0 Postage Apostage Meter Rental \$3,000 \$3,000 \$3,000 \$3,000 \$3,000 \$0 \$0 6100 Leasehold Improvements \$0 \$0 \$0 \$0 \$0 \$0 \$0 7310 Indirect Costs \$11,701,663 \$14,400 \$16,000 \$10 \$10 <td< td=""><td>Business Services (Audit)</td><td></td><td>\$6,000</td><td>\$6,000</td><td>\$6,000</td></td<>	Business Services (Audit)		\$6,000	\$6,000	\$6,000
Unsecured Property Tax \$825 \$825 \$825 IT Services \$21,600 \$21,600 \$27,000 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,062 Embroider Binders with Logo for MS & HS students \$4,650 \$4,450 \$4,650 Emergency Preparedness Plan \$660 \$660 \$600 Website Update (C-Spot) \$0 \$0 \$500 \$500 Credit Card Processing Fees \$500 \$60,93 \$60,933 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,862 \$18,410 5900 Communications \$17,863 \$17,862 \$18,410 500 Communications \$13,400 \$14,400 \$16,000 6100 Service \$6,500 \$6,500 \$6,500 Smart Voice and Internet \$14,400 \$14,400 \$16,000 6100 Furniture & Equipment \$0 \$0 \$0 6200 Leasehold Improvements \$0 <	Printing and Reproduction - Curriculum Materials		(\$3,384)	\$4,817	\$4,817
IT Services \$21,600 \$21,600 \$27,000 IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$1,029 \$660 \$60 \$60 \$60 \$60 \$60 \$60 \$60 \$60 \$600 \$600 \$600 \$600 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60,03 \$60 \$60 \$6	Unsecured Property Tax		\$825	\$825	\$825
IT Services Renewals (AV, Firewall, Server Warranties) \$996 \$1,029 \$1,062 Embroider Binders with Logo for MS & HS students \$4,650 \$4,650 \$660 Website Update (C-Spot) \$0 \$0 \$0 Credit Card Processing Fees \$500 \$500 \$500 CMO Support (% of Revenue Limit & Block Grant) 4.00% \$66,5199 \$66,6983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,862 \$18,410 5900 Communications \$3,000 \$3,000 \$3,000 \$3,000 Additional wireless \$0 \$0 \$0 \$0 \$0 Smart Voice and Internet \$14,400 \$14,400 \$16,000 \$0 \$0 6100 Furniture & Equipment \$0 \$0 \$0 \$0 \$0 7310 Indirect Costs \$11,701,663 \$1,700 \$0 \$0 \$0 7330 Debt Service - Interest (Th/Playground) \$0 \$0 \$0 \$0 \$0 7343 <td< td=""><td>IT Services</td><td></td><td>\$21,600</td><td>\$21,600</td><td>\$27,000</td></td<>	IT Services		\$21,600	\$21,600	\$27,000
Embroider Binders with Logo for MS & HS students \$4,650 \$4,650 Emergency Preparedness Plan \$60 \$600 Website Update (C-Spot) \$00 \$500 \$500 Credit Card Processing Fees \$500 \$500 \$500 CMO Support (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,862 \$18,410 500 Communications \$30,000 \$3,000 \$3,000 \$3,000 Additional wireless \$0 \$0 \$0 \$0 \$0 Gements \$14,400 \$14,400 \$14,000 \$1000 \$0 \$0 Gata & braiteries \$0 \$0 \$0 \$0 \$0 \$0 Gata & Analytical Support \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0<	IT Services Renewals (AV, Firewall, Server Warranties)		\$996	\$1,029	\$1,062
Emergency Preparedness Plan \$660 \$660 \$660 Website Update (C-Spot) \$0 \$0 Credit Card Processing Fees \$500 \$500 CMO Support (% of Revenue Limit & Block Grant) 4.00% \$66,946 \$71,449 \$73,639 Teacher Support (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$33,600 \$33,000 \$30	Embroider Binders with Logo for MS & HS students		\$4,650	\$4,650	\$4,650
Website Update (C-Spot) \$0 \$0 \$0 Credit Card Processing Fees \$500 \$500 \$500 \$500 CMO Support (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,366 \$17,862 \$18,410 5900 Communications \$30,000 \$30,000 \$30,000 \$30,000 \$30,000 \$400 \$16,000 \$10 \$10 \$11,862 \$18,410 \$0 \$0	Emergency Preparedness Plan		\$660	\$660	\$660
Credit Card Processing Fees \$500 \$500 \$500 CMO Support (% of Revenue Limit & Block Grant) 4.00% \$69,546 \$71,449 \$73,639 Teacher Support (% of Revenue Limit & Block Grant) 4.00% \$66,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$33,7511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,362 \$17,362 \$18,410 5900 Communications ************************************	Website Update (C-Spot)		\$0	\$0	\$0
CMO Support (% of Revenue Limit & Block Grant) 4.00% \$69,546 \$71,439 \$73,639 Teacher Support (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,862 \$18,410 500 Communications	Credit Card Processing Fees		\$500	\$500	\$500
Teacher Support (% of Revenue Limit & Block Grant) 4.00% \$65,199 \$66,983 \$69,036 Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,366 \$17,862 \$18,410 5900 Communications	CMO Support (% of Revenue Limit & Block Grant)	4.00%	\$69,546	\$71,449	\$73,639
Data & Analytical Support 2.00% \$36,512 \$37,511 \$38,660 District Oversight (% of Revenue Limit & Block Grant) 1% \$17,366 \$17,862 \$18,410 5000 Communications \$3,000 \$3,000 \$3,000 \$3,000 Additional wireless \$3,000 \$3,000 \$3,000 \$3,000 \$3,000 Additional wireless \$0 \$0 \$0 \$0 \$0 \$0 Cell Phone Service \$6,500 \$6,500 \$6,500 \$6,500 \$0 </td <td>Teacher Support (% of Revenue Limit & Block Grant)</td> <td>4.00%</td> <td>\$65,199</td> <td>\$66,983</td> <td>\$69,036</td>	Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$65,199	\$66,983	\$69,036
District Oversight (% of Revenue Limit & Block Grant) 1% \$17,366 \$17,862 \$18,410 5900 Communications Postage & Postage Meter Rental \$3,000 \$3,000 \$3,000 Additional wireless \$0 \$0 \$0 \$0 Cell Phone Service \$6,500 \$6,500 \$6,500 \$6,500 Smart Voice and Internet \$14,400 \$14,400 \$16,000 6170 Site Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6310 Indirect Costs (\$15,662) (\$15,763) (\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 \$0 7430 Oc - Unrestricted F	Data & Analytical Support	2.00%	\$36,512	\$37,511	\$38,660
5900 Communications Postage & Postage Meter Rental \$3,000 \$3,000 Additional wireless \$0 \$0 \$0 Cell Phone Service \$6,500 \$6,500 \$6,500 Smart Voice and Internet \$14,400 \$14,400 \$16,000 6170 Site Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6170 Site Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6200 Furniture & Equipment \$0 \$0 \$0 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7438 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$1,701,663 \$1,800,807 \$1,789,756 Resource 0020 - Unrestricted Fundraising \$0 \$0 \$0 \$	District Oversight (% of Revenue Limit & Block Grant)	1%	\$17,386	\$17,862	\$18,410
Postage & Postage Meter Rental \$3,000 \$3,000 \$3,000 Additional wireless \$0	5900 Communications				
Additional wireless \$0 \$0 \$0 Cell Phone Service \$6,500 \$6,500 \$6,500 Smart Voice and Internet \$14,400 \$14,400 \$16,000 6170 Site Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6400 Furniture & Equipment \$0 \$0 \$0 7310 Indirect Costs \$(\$15,662) \$(\$15,763) \$(\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7438 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$1,701,663 \$1,800,807 \$1,789,756 Resource 0020 - Unrestricted Fundraising 4300 Materials and Supplies \$0 \$0 \$0 \$0 <t< td=""><td>Postage & Postage Meter Rental</td><td></td><td>\$3,000</td><td>\$3,000</td><td>\$3,000</td></t<>	Postage & Postage Meter Rental		\$3,000	\$3,000	\$3,000
Cell Phone Service \$6,500 \$6,500 \$6,500 Smart Voice and Internet \$14,400 \$14,400 \$16,000 6170 Site Improvements \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 6400 Furniture & Equipment \$0 \$0 \$0 7310 Indirect Costs (\$15,662) (\$15,763) (\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 7400 Materials and Supplies \$0 \$0 \$0 <td>Additional wireless</td> <td></td> <td>\$0</td> <td>\$0</td> <td>\$0</td>	Additional wireless		\$0	\$0	\$0
Smart Voice and Internet \$14,400 \$14,400 \$14,400 \$16,000 6170 Site Improvements \$0 \$0 \$0 \$0 6200 Leasehold Improvements \$0 \$0 \$0 \$0 6400 Furniture & Equipment \$0 \$0 \$0 \$0 7310 Indirect Costs \$(\$15,662) \$(\$15,763) \$(\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7438 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 8400 Non-capitalized equipment \$0 \$0 \$0 8400 Non-capitalized equipment \$0 \$0 \$0 8500 Consulting Services \$0 \$0	Cell Phone Service		\$6,500	\$6,500	\$6,500
6170Site Improvements\$0\$0\$06200Leasehold Improvements\$0\$0\$06400Furniture & Equipment\$0\$0\$07310Indirect Costs(\$15,662)(\$15,763)(\$15,873)7438Debt Service - Interest (TI/Playground)\$0\$0\$07439Debt Service - Principal (TI/Playground)\$0\$0\$07438Debt Service - Interest (Phone System)\$0\$0\$07439Debt Service - Principal (Phone System)\$0\$0\$07439Debt Service - Principal (Phone System)\$0\$1,701,663\$1,800,807\$1,789,756Resource 0020 - Unrestricted General Education\$1,701,663\$1,800,807\$1,789,7564300Materials and Supplies\$0\$0\$04400Non-capitalized equipment\$0\$0\$0\$05000Rentals, Leases, Repairs\$0\$0\$0\$05000Consulting Services\$0\$0\$0\$05000Consulting Services\$0\$0\$0\$05000Service\$0\$0\$0\$05000Services\$0\$0\$0\$05000Services\$0\$0\$0\$05000Services\$0\$0\$0\$05000Services\$0\$0\$0\$05000Services\$0\$0\$0\$05000S	Smart Voice and Internet		\$14,400	\$14,400	\$16,000
6200 Leasehold Improvements \$0 \$0 \$0 6400 Furniture & Equipment \$0 \$0 \$0 7310 Indirect Costs (\$15,662) (\$15,763) (\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 7430 Materials and Supplies \$0 \$0 \$0 7430 Non-capitalized equipment	6170 Site Improvements		\$0	\$0	\$0
6400 Furniture & Equipment \$0 \$0 \$0 7310 Indirect Costs (\$15,662) (\$15,763) (\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7438 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Debt Service - Principal (Phone System) \$1,701,663 \$1,800,807 \$1,789,756 Resource 0020 - Unrestricted Fundraising 4300 Materials and Supplies \$0 \$0 \$0 4400 Non-capitalized equipment \$0 \$0 \$0 \$0 \$0 \$0 <td< td=""><td>6200 Leasehold Improvements</td><td></td><td>\$0</td><td>\$0</td><td>\$0</td></td<>	6200 Leasehold Improvements		\$0	\$0	\$0
7310 Indirect Costs (\$15,662) (\$15,763) (\$15,873) 7438 Debt Service - Interest (TI/Playground) \$0 \$0 \$0 7439 Debt Service - Principal (TI/Playground) \$0 \$0 \$0 7438 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Interest (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7439 Debt Service - Principal (Phone System) \$0 \$0 \$0 7430 Debt Service - Principal (Phone System) \$0 \$1,701,663 \$1,800,807 \$1,789,756 Resource 0020 - Unrestricted Fundraising 4300 Materials and Supplies \$0 \$0 \$0 4400 Non-capitalized equipment \$0 \$0 \$0 5600 Rentals, Leases, Repairs \$0 \$0 \$0 5800 Consulting Services \$0 \$0 <td< td=""><td>6400 Furniture & Equipment</td><td></td><td>\$0</td><td>\$0</td><td>\$0</td></td<>	6400 Furniture & Equipment		\$0	\$0	\$0
7438 Debt Service - Interest (TI/Playground)\$0\$0\$07439 Debt Service - Principal (TI/Playground)\$0\$0\$07438 Debt Service - Interest (Phone System)\$0\$0\$07439 Debt Service - Principal (Phone System)\$0\$0\$07439 Debt Service - Principal (Phone System)\$0\$0\$0701 Resource 0000 - Unrestricted General Education\$1,701,663\$1,800,807\$1,789,756Resource 0020 - Unrestricted Fundraising4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$05800 Consulting Services\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	7310 Indirect Costs		(\$15,662)	(\$15,763)	(\$15,873)
7439 Debt Service - Principal (TI/Playground)\$0\$0\$07438 Debt Service - Interest (Phone System)\$0\$0\$07439 Debt Service - Principal (Phone System)\$0\$0\$07439 Debt Service - Principal (Phone System)\$1,701,663\$1,800,807\$1,789,756Resource 0000 - Unrestricted General Education\$1,701,663\$1,800,807\$1,789,756Resource 0020 - Unrestricted Fundraising4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$0\$05800 Consulting Services\$0\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	7438 Debt Service - Interest (TI/Playground)		\$0	\$0	\$0
7438 Debt Service - Interest (Phone System)\$0\$0\$07439 Debt Service - Principal (Phone System)\$0\$0\$0Total Resource 0000 - Unrestricted General Education\$1,701,663\$1,800,807\$1,789,756Resource 0020 - Unrestricted Fundraising4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$05800 Consulting Services\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	7439 Debt Service - Principal (TI/Playground)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)\$0\$0\$0Total Resource 0000 - Unrestricted General Education\$1,701,663\$1,800,807\$1,789,756Resource 0020 - Unrestricted Fundraising4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$05800 Consulting Services\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education \$1,701,663 \$1,800,807 \$1,789,756 Resource 0020 - Unrestricted Fundraising \$	7439 Debt Service - Principal (Phone System)		\$0	\$0	\$0
Resource 0020 - Unrestricted Fundraising4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$05800 Consulting Services\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	Total Resource 0000 - Unrestricted General Education		\$1,701,663	\$1,800,807	\$1,789,756
4300 Materials and Supplies\$0\$0\$04400 Non-capitalized equipment\$0\$0\$05600 Rentals, Leases, Repairs\$0\$0\$05800 Consulting Services\$0\$0\$0Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	Resource 0020 - Unrestricted Fundraising				
4400 Non-capitalized equipment \$0 \$0 \$0 5600 Rentals, Leases, Repairs \$0 \$0 \$0 5800 Consulting Services \$0 \$0 \$0 Total Resource 0020 - Unrestricted Fundraising \$0 \$0 \$0	4300 Materials and Supplies		\$0	\$0	\$0
5600 Rentals, Leases, Repairs \$0 \$0 \$0 5800 Consulting Services \$0 \$0 \$0 Total Resource 0020 - Unrestricted Fundraising \$0 \$0 \$0	4400 Non-capitalized equipment		\$0	\$0	\$0
5800 Consulting Services \$0 \$0 \$0 Total Resource 0020 - Unrestricted Fundraising \$0 \$0 \$0 \$0	5600 Rentals, Leases, Repairs		\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising\$0\$0\$0	5800 Consulting Services		\$0	\$0	\$0
	Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0

Resource 1100 - Lottery: Unrestricted

4300 Materials and Supplies				
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$750	\$750	\$750
Yoga Mats/Books		\$750	\$750	\$750
Headphones for Chromebooks		\$100	\$100	\$100
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$2,000	\$3,000	\$4,000
5800 Student Field Trips		\$24,000	\$24,000	\$24,000
5800 Cal Poly 5th Grade Trip		\$0	\$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$27,600	\$28,600	\$29,600
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$159,842	\$162,091	\$164,407
3301 OASDI/Medicare/Alternative, certificated positions		\$12,228	\$12,400	\$12,577
3401 Health and Welfare, certificated positions		\$50,678	\$52,705	\$54,813
3601 Workers' Compensation, certificated positions		\$1,678	\$1,702	\$1,726
4100 Approved Textbooks and Core Curricula Materials		(\$72,088)	(\$76,478)	(\$80,979)
Total Resource 1400 - EPA Funds		\$152,338	\$152,419	\$152,544
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$35,124	\$35,962	\$36,825
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$2,687	\$2,751	\$2,817
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$369	\$378	\$387
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4300 Materials and Supplies		\$4,500	\$4,500	\$4,500
4100 Approved Textbooks and Core Curricula Materials		\$2,341	\$2,341	\$2,341
4200 Books and Other Reference Materials		\$705	\$705	\$705
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communication		\$0	\$0	\$0
5800 Consulting Services				
Tuition		\$0	\$0	\$0
Contracted Services		\$0	\$0	\$0
Contracted Substitutes		\$125	\$125	\$125
Bus Passes		\$250	\$250	\$250
Printing		,	,	,
7350 Administrative Costs	15.00%	\$7.365	\$7.502	\$7.642
Total Resource 3010 - Title I Part A		\$56,466	\$57,513	\$58,592
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	.\$0	\$0
3302 OASDI/Medicare/Alternative_classified positions		\$0 \$0	φο .\$0	\$0 \$0
3402 Health and Welfare, classified positions		\$0	ΨU .\$0	\$0 \$0
3602 Workers' Compensation classified positions		φ0 \$0	φυ \$0	φ0 \$0
5800 Consulting Services		\$20 595	φυ \$21 Δ 20	φ0 \$21 <i>Δ</i> 20
7310 Indirect Costs	5 00%	\$1 030	\$1 071	\$1 071
	0.00/0	WI,000	Ψ 1, U 11	ψι,υι Ι

Total Resource 3310 - Special Ed: IDEA		\$21,625	\$22,500	\$22,500
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5201 Event Registration		\$3 600	\$3 600	\$3 600
5602 Temporary Rentals		\$0,000	\$0,000	\$0,000
5800 Consulting Services		\$3 200	\$3 200	\$3 200
5801 Software Licenses		\$650	\$650	\$650
5810 Catering		\$000 \$0	\$000 \$0	0000 \$0
7350. Administrative Costs	5.00%	φ0 \$373	φe \$373	φ0 \$373
Total Resource 4035 - Title II	0.00%	\$7,823	\$7,823	\$7,823
		ψ1,020	Ψ1,020	Ψ7,020
Resource 4610 Public Charter School Grants				
1100 Certificated Teachers' Salaries		\$0	\$0	\$0
2300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare, certificated positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4100 Approved Textbooks and Core Curricula Materials		\$0	\$0	\$0
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Case-It Binders with Logo - binder cost		\$0	\$0	\$0
PE Athletics/Science and Music Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment				
Technology		\$15,000	\$0	\$0
Furniture		\$30,000	\$0	\$0
5300 Dues and Subscriptions (AVID)		\$4,559	\$0	\$0
5800 Professional/Consulting Services				
Cal Poly Curriculum Development		\$0	\$0	\$0
Leadership Elective Programming		\$0	\$0	\$0
Transportation		\$0	\$0	\$0
Advertising		\$0	\$0	\$0
Case-It Binders with Logo for MS and HS students & printing		\$0	\$0	\$0
U-Can College Admittance Program		\$0	\$0	\$0
CRC Per Semester Student Fees		\$0	\$0	\$0
Emergency Preparedness Plan		\$0	\$0	\$0
Legal and Appraisal Expenses		\$0	\$0	\$0
Relay Graduate School Tuition		\$0	\$0	\$0
5200 Travel and Conferences		\$0	\$0	\$0
5710 Charge for Athletics		\$0	\$0	\$0
6400 Eurniture & Equipment		\$25,000	\$0	\$0
Total Resource 4610 Public Charter School Grants		\$74,559	\$0	\$0
Resource 5310 Child Nutrition Program		A 4 6 9 6 7	A / A A	ACA :
2200 Noncertificated Support Salaries		\$19,620	\$19,822	\$20,400
3302 OASDI/Medicare/Alternative, classified positions		\$1,501	\$1,516	\$1,561
3402 Health and Welfare, classified positions		\$3,598	\$4,470	\$4,649
3602 Workers' Compensation, classified positions		\$206	\$208	\$214

4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4400 Non-capitalized equipment		\$500	\$500	\$500
4700 Food		\$52,365	\$52,365	\$52,365
5600 Rentals, Leases, Repairs		\$500	\$500	\$500
5800 Certification (1 Food Handler & 1 Manager Cert)		\$477	\$477	\$477
7310 Indirect Costs	5.00%	\$3,988	\$4,043	\$4,083
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0
Total Resource 5310 Child Nutrition Program		\$83,755	\$84,901	\$85,749
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$4,753	\$4,890	\$5,032
3302 OASDI/Medicare/Alternative, classified positions		\$364	\$374	\$385
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$50	\$51	\$53
4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4700 Food		\$27,049	\$27,049	\$27,049
5800 Charge for Program Technician		\$5,691	\$5,501	\$5,292
7310 Indirect Costs	5.00%	\$1,945	\$1,943	\$1,941
Total Resource 5320 Supper Program		\$40,852	\$40,809	\$40,751
Resource 6300 Lottery				
4100 Approved Textbooks and Core Curricula Materials (Lottery)		\$0	\$0	\$0
5800 Printing and Reproduction - Curriculum Materials	_	\$16,384	\$8,183	\$8,183
Total Resource 6300 Lottery		\$16,384	\$8,183	\$8,183
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$27,494	\$28,319	\$29,169
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative		\$2,103	\$2,166	\$2,231
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare		\$4,440	\$4,618	\$4,803
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation		\$289	\$297	\$306
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4200 Books and Other Reference Materials		\$2,250	\$2,250	\$2,250
4300 Materials and Supplies		\$1,750	\$1,750	\$1,750
4400 Non-capitalized equipment		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$1,500	\$1,500	\$1,500
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$20,595)	(\$21,429)	(\$21,429)
5800 Charge for Program Specialist		\$67,987	\$65,317	\$62,999
7310 Indirect Costs	5.00%	\$4,361	\$4,239	\$4,179
Total Resource 6500 - Special Ed		\$91,579	\$89,028	\$87,758
Resource 6512 Mental Health		A	A	***
2100 Classified Instructional Salaries		\$75,721	\$77,929	\$80,203
3302 UASDI/Medicare/Alternative, classified positions		\$5,793	\$5,962	\$6,136
3402 Health and Welfare, classified positions		\$4,440	\$4,618	\$4,803
3602 Workers' Compensation, classified positions		\$795	\$818	\$842
5100 Subagreements for Services		\$0	\$0	\$0
5/10 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services	E 222/	\$0	\$0	\$0
7310 Indirect Costs	5.00%	\$4.337	\$4,466	\$4.599

Total Resource 6512 Mental Health	\$91,087	\$93,793	\$96,583
Total Expenses	\$2,365,730	\$2,386,375	\$2,379,838
Excess of Revenue over Expenditures	\$51,895	\$246	\$15,271
Unrestricted Beginning Fund Balance Restricted Beginning Fund Balance			
Beginning Fund Balance	\$425,835	\$477,730	\$477,976
Projected Ending Fund Balance	\$477,730	\$477,976	\$493,247
Reserved for Economic Uncertainty* 5%	\$86,932	\$89,311	\$92,048
Reserved for Fundraising	\$0	\$0	\$0
Undesignated	\$390,798	\$388,665	\$401,199
Projected Ending Fund Balance	\$477,730	\$477,976	\$493,247
Contribution to (from) Unrestricted for Food Service	(\$64,723)	(\$65,826)	(\$66,616)
Contribution to (from) Unrestricted for Special Education	\$9,244	\$14,809	\$19,281

* - Per MOU, based on 5% of LCCF

Fortune Middle School Facilities Costs and Funding

		2020-21	2021-22	2022-23	2023-24
Square Feet Required		-	4,320	24,000	24,000
(square footage adj in Aug)		4,320	24,000	24,000	20,000
Rent per Square Foot		\$1.79			
Annual Lease Payments		\$84,871	\$378,966	\$466,875	\$426,094
Ground Lease + Portables		\$22,000	\$2,000	\$0	\$0
Pro-Rata Share per Sq Foot (includes utilities)		\$0.00	\$0.07	\$0.07	\$0.07
Common Area Maintenance		\$0	\$18,480	\$20,160	\$16,800
Total Rent Expense		\$106,871	\$399,446	\$487,035	\$442,894
Utilities (included in CAM 20-21) \$(0.15	\$7,128	\$40,248	\$43,200	\$36,000

Tecoy Porter College Prep Student Demographics

	_	2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:						
тк		0	1	1	1	1
K-3		0	4	8	9	11
4-6		0	0	0	3	2
7-8		0	0	0	0	0
	-	0	5	9	13	14
ADA Rate		0	95.51%	92%	92%	92%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		0	0	54	193	233
Projected PY Annual ADA (97%)		0	0	52	187	226
PY Annual ADA for Lottery (1.0446)		0	0	55	196	236
2019-20	K-3	4-6	7-8	Total		
Enrollment	0	0	0	0		
ADA	0	0	0	0		
Unduplicated Count				0		
2020-21	K-3	4-6	7-8	Total		
Enrollment	57	0	0	57	Fall Census	
ADA	54	0	0	54		
Unduplicated Count				44		
2021-22	K-3	4-6	7-8	Total		
Enrollment	210	0	0	210		
ADA	193	0	0	193		
Unduplicated Count				164		
2022-23	K-3	4-6	7-8	Total		
Enrollment	244	70	0	314		
ADA	224	64	0	288		
Unduplicated Count				245		
2023-24	K-3	4-6	7-8	Total		
Enrollment	279	35	0	314		
ADA	257	32	0	289		
Unduplicated Count				245		

FY 2022 - FY 2024 Charter Renewal Budget Tecoy Porter College Prep

Rolls Up to Fund 05	
	2021-22
	19

2022-23

2023-24

Funded ADA		193	288	289
LCFF Entitlement	\$11,097	\$2,169,127	\$3,265,789	\$3,408,254
8096 Transfers to Charter Schools in Lieu of Property Taxes		\$0	\$0	\$0
8012 Education Protection Act Funds		\$190,056	\$278,672	\$282,412
8011 LCFF - State Aid		\$1,979,071	\$2,987,117	\$3,125,842
Total Local Control Funding Formula Sources		\$2,169,127	\$3,265,789	\$3,408,254
Federal Revenues	6 405.00	\$7.40F	\$00.050	04 750
8181 Special Education Entitlement	\$125.00	\$7,125 ¢0	\$26,250 ¢0	\$31,750
8220 Child Nutrition Programs		\$126 620	ەن \$188 946	φ0 \$189 602
8220 Child and Adult Care Food Program		\$74,290	\$110.858	\$111.242
8290 Title I /Title IV		\$63,112	\$64.644	\$66.224
8290 Title II		\$8,232	\$8,232	\$8,232
8290 Other Federal Revenue		\$317,378	\$325,152	\$209,624
Total Federal Revenues		\$596,757	\$724,082	\$616,674
Other State Revenues				
8520 Child Nutrition Programs		\$10,763	\$16,061	\$16,116
8520 Child and Adult Care Food Program		\$5,174	\$7,721	\$7,748
8520 School Breakfst Program Expansion Grant		\$0	\$0	\$0
8560 State Lottery (begins in FY2021-22)	\$150.00	\$16,414	\$29,400	\$43,800
8560 State Lottery-PY		\$0	\$0	\$0
8560 State Lottery - Restricted	\$49.00	\$5,362	\$9,604	\$14,308
8560 State Lottery - Restricted-PY		\$0	\$0	\$0
8590 SB740 Facilities Reimbursement		\$337,750	\$374,100	\$400,114
8590 SB740 Facilities Reimbursement - PY Adjustment		\$0	\$0	\$0
8590 Classified Employee PD Block Grant		\$0	\$0	\$0
8590 SSID/STAR/CELDT Testing Reimbursements		\$0	\$0	\$0
8590 State COVID-19 Funds GF		\$0	\$0	\$0
8550 Mandate Block Grant	\$17.11	\$924	\$3,345	\$5,072
8550 One-Time per ADA Grants	\$0.00	\$0	\$0	\$0
8590 Mental Health per ADA		\$0	\$0	\$0
8792 Special Education Entitlement	\$634.00	\$118,477	\$181,635	\$187,710
Total State Revenues		\$494,864	\$621,865	\$674,867
Other Local Revenue				
8634 Food Service Sales		\$2,832	\$4,226	\$4,241
8631 Sale of Equipment and Supplies		\$0	\$0	\$0
8699 All other Local Revenue - Unrestricted Donations/Fundraising		\$0	\$0	\$0
8699 All Other Local Revenue - Facility Use		\$60,000	\$60,000	\$60,000
Total Local Revenue		\$62,832	\$64,226	\$64,241
Other Financing Sources				
8972 Proceeds From Capital Leases		\$0	\$0	\$0
8979 Proceeds From TI Loans		\$0	\$0	\$0
8980 Contribution to Athletic Department		\$0	\$0	\$0
Total Financing Sources		\$0	\$0	\$0
Total Revenues and Other Financing Sources		\$3,323,580	\$4,675,962	\$4,764,036

Resource 0000 - Unrestricted General Education				
1100 Certificated Teachers' Salaries		\$441,282	\$671,572	\$742,727
1130 Certificated Teachers' Salaries - subs		\$30,000	\$42,000	\$42,000
1300 Certificated Supervisors' and Administrators' Salaries		\$1,650	\$1,650	\$1,650
1900 Other Certificated Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$26,484	\$40,411	\$41,591
2200 Noncertificated Support Salaries		\$89,329	\$76,511	\$78,572
2300 Noncertificated Sup and Admin Salaries		\$0	\$0	\$0
2400 Clerical, Technical and Office Staff Salaries		\$82,654	\$85,134	\$87,688
1200 Certificated Pupil Support Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$50,637	\$60,010	\$61,786
3301 OASDI/Medicare/Alternative, certificated positions		\$36,179	\$54,714	\$60,158
3302 OASDI/Medicare/Alternative, classified positions		\$19,056	\$20,048	\$20,627
3401 Health and Welfare, certificated positions		\$64,022	\$162,313	\$178,338
3402 Health and Welfare, classified positions		\$34,538	\$35,919	\$37,356
3501 State Unemployment Insurance, certificated		\$11,000	\$11,000	\$11,000
3502 State Unemployment Insurance, classified		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$4,966	\$7,510	\$8,257
3602 Workers' Compensation, classified positions		\$2,616	\$2,752	\$2,831
4100 Approved Textbooks and Core Curricula Materials		(\$61,605)	(\$150,313)	(\$154,478)
4200 Books and Other Reference Materials		\$0	\$0	\$0
4300 Materials and Supplies				
Instructional (\$1,000 returning/\$1,500 new classes)		\$12,000	\$16,000	\$16,500
Recess/Incentives		\$2,200	\$2,200	\$2,200
Case-It Binders with Logo for MS and HS students		\$0	\$0	\$0
Other (Office/clerical)		\$15,000	\$20,000	\$20,000
Custodial Supplies (includes \$3,100 start up supplies)		\$15,000	\$20,000	\$20,000
Bark Replacement		\$0	\$0	\$0
PE Uniforms		\$0	\$0	\$0
Promotional Material		\$0	\$0	\$0
Parent Academy Food and Materials		\$1,500	\$1,500	\$1,500
Advocacy Day Food and SWAG		\$1,800	\$1,800	\$1,800
Instructional- Science curriculum supplies		\$0	\$0	\$0
4400 Non-capitalized equipment				
Technology		\$0	\$0	\$0
Furniture		\$0	\$0	\$0
5200 Travel and Conferences - Parent Academy Presenters		\$200	\$200	\$200
5300 Dues and Memberships				
CSDC	\$3.00	\$942	\$942	\$942
CCSA	\$10.00	\$3,140	\$3,140	\$3,140
EdJoin		\$100	\$100	\$100
Other Dues and Memberships		\$0	\$0	\$0
5400 Insurance		\$17,000	\$17,500	\$17,500
5500 Operations and Housekeeping				
Utilities (per square foot per mo.)		\$81,600	\$81,600	\$81,600
Alarm Monitoring (Fire and Burglar)		\$20,654	\$20,654	\$20,654
Pest Control		\$870	\$870	\$870
5600 Rentals, Leases, Repairs				
Facility Rent		\$730,063	\$830,070	\$884,230
Repairs		\$5,000	\$5,000	\$5,000
Facilities Maintenance		\$1,500	\$1,500	\$1,500
Copier and Credit Card Terminal Lease		\$20,000	\$20,000	\$20,000
5710 Charge for Athletics		\$0	\$20,497	\$3,163
Transfer of Direct Costs		\$0	\$0	\$0
5800 Professional/Consulting Services				·
BTSA Stipend		\$0	\$0	\$0

Shredding Service (Cintas)		\$720	\$720	\$720
SAYS Elective		\$0	\$0	\$0
Contracted Sub Services		\$0	\$0	\$0
Cintas Uniforms		\$6,000	\$8,000	\$10,000
CRC Per Semester Fees		\$0	\$0	\$0
Landscape Maintenance		\$13,320	\$13,320	\$13,320
Other Services and Expense (includes finance charges)		\$5,000	\$5,000	\$5,000
Hearing and Vision Screening		\$2,100	\$3,140	\$3.140
Printing and Reproduction		\$5.475	\$8.170	\$8,199
Bottled Water		\$0	\$0	\$0
Fitness Classes - Women's Wellness Club		\$500	\$500	\$500
Legal Expenses		\$500	\$500	\$500
Annual Permits and Fees (Alarm)		\$200	\$200	\$200
Parent Square	\$5.00	\$1,050	\$1 570	\$1 570
Illuminate Licenses (Grading and Assessment)	\$6.78	\$386	\$1,506	\$2 251
Aeries License (SIS)	\$10.00	\$570	\$2,000	\$3 140
MAP Testing Fees	\$12.50	\$2 625	\$3,925	\$3,925
Edmentum Licenses/Moby Max	φ12.00	\$4,020 \$4,235	\$4 235	\$4,235
Student Persistence Incentive Trins		4,200 \$0	φ-,200 \$0	φ-1,200 \$0
Leadership Elective Programming (IL-Can)		\$0 \$0	\$0 \$0	\$0 \$0
Business Services (Audit)		000 a2	000 az	000 A2
Printing and Reproduction - Curriculum Materials		(\$5,362)	(\$9,604)	(\$14,308)
Insecured Property Tax		(\$3,302) \$825	(\$9,004) \$825	(\$14,500) \$825
		\$025 \$45,000	Ψ020 ¢45.000	\$45.000
IT Services Penewala (AV, Eirowall, Server Warranties)		\$43,000 \$2,165	\$43,000 \$2,165	\$43,000 \$2,165
Embroidor Bindors with Logo for MS & HS students		φ2,105 ¢0	φ2,105 ¢0	φ2,105 ¢0
Emproper Droperodness Plen		0¢ 0	00 00	φ0 ΦΦ
Mobaita Undeta (C. Spat)		φ0	ው ው	ው ው
Credit Card Pressesing Less		\$U ¢1 000	ው ቆ1 000	\$U ¢1 000
Credit Card Processing Fees	40.000/	\$1,000	\$1,000	\$1,000
	12.00%	\$260,295	\$391,895	\$408,990
Data & Analytical Connect	4.00%	\$80,705	\$130,632	\$136,330
Data & Analytical Support	2.00%	\$43,383	\$65,316	\$08,105
District Oversignt (% of Revenue Limit & Block Grant)	1%	\$21,691	\$32,058	\$34,083
Sourcommunications		¢2,000	¢2,000	¢2.000
		\$3,000	\$3,000	\$3,000
		\$U	\$U	\$U
		\$6,500	\$6,500	\$6,500
Smart Voice and Internet		\$16,000	\$16,000	\$16,000
6170 Site Improvements		\$0	\$0 \$0	\$0
6200 Leasehold Improvements		\$0	\$0	\$0
6400 Furniture & Equipment		\$0	\$0	\$0
7310 Indirect Costs		(\$18,270)	(\$24,230)	(\$24,272)
7438 Debt Service - Interest (TI/Playground)		\$0	\$0	\$0
7439 Debt Service - Principal (TI/Playground)		\$0	\$0	\$0
7438 Debt Service - Interest (Phone System)		\$0	\$0	\$0
7439 Debt Service - Principal (Phone System)	-	\$0	\$0	\$0
Total Resource 0000 - Unrestricted General Education		\$2,273,051	\$2,904,846	\$3,067,180
Resource 0020 - Unrestricted Fundraising				
4300 Materials and Supplies		\$0	\$0	\$0
4400 Non-capitalized equipment		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$0	\$0	\$0
5800 Consulting Services		\$0	\$0	\$0
Total Resource 0020 - Unrestricted Fundraising	-	\$0	\$0	\$0
		• -	• -	• -

Resource 1100 - Lottery: Unrestricted

4300 Materials and Supplies				
Food and SWAG for parent academies and convention		\$0	\$0	\$0
Food for Meetings		\$500	\$750	\$750
Yoga Mats/Books		\$500	\$750	\$750
Headphones for Chromebooks		\$100	\$100	\$100
Food/Materials for Relay Seminars		\$0	\$0	\$0
5200 Travel and Conferences		\$2,000	\$3,000	\$3,000
5800 Student Field Trips		\$10,000	\$12,000	\$12,000
5800 Cal Poly 5th Grade Trip		\$0	\$0	\$6,000
6200 Leasehold Improvements	_	\$0	\$0	\$0
Total Resource 1100 - Lottery: Unrestricted		\$13,100	\$16,600	\$22,600
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries		\$110,699	\$114,020	\$117,441
3301 OASDI/Medicare/Alternative, certificated positions		\$8,468	\$8,723	\$8,984
3401 Health and Welfare, certificated positions		\$13,483	\$14,023	\$14,583
3601 Workers' Compensation, certificated positions		\$1,162	\$1,197	\$1,233
4100 Approved Textbooks and Core Curricula Materials	_	\$56,243	\$140,709	\$140,170
Total Resource 1400 - EPA Funds		\$190,056	\$278,672	\$282,412
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries		\$37,894	\$38,983	\$40,104
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
1300 Certificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2300 Noncertificated Supervisors' and Administrators' Salaries		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
2900 Other Classified Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions		\$2,899	\$2,982	\$3,068
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare, certificated positions		\$3,717	\$3,866	\$4,020
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation, certificated positions		\$398	\$409	\$421
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4300 Materials and Supplies		\$2,500	\$2,500	\$2,500
4100 Approved Textbooks and Core Curricula Materials		\$906	\$906	\$906
4200 Books and Other Reference Materials		\$3,191	\$3,191	\$3,191
5200 Travel and Conferences		\$0	\$0	\$0
5300 Dues and Subscriptions		\$0	\$0	\$0
5600 Rentals, Leases, Repairs		\$3,000	\$3,000	\$3,000
5900 Communication		\$0	\$0	\$0
5800 Consulting Services				
Tuition		\$0	\$0	\$0
Contracted Services		\$125	\$125	\$125
Contracted Substitutes		\$0	\$0	\$0
Catering		\$250	\$250	\$250
Printing		\$0	\$0	\$0
7350 Administrative Costs	15.00%	\$8,232	\$8,432	\$8,638
Total Resource 3010 - Title I Part A		\$63,112	\$64,644	\$66,224
Resource 3310 - Special Ed: IDEA				
2100 Classified Instructional Salaries		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
5800 Consulting Services		\$6,786	\$25,000	\$30,238
7310 Indirect Costs	5.00%	\$339	\$1,250	\$1,512

Total Resource 3310 - Special Ed: IDEA	\$7,125	\$26,250	\$31,750
Resource 4035 - Title II			
1300 Certificated Supervisors' and Administrators' Salaries	\$0	\$0	\$0
3301 OASDI/Medicare/Alternative, certificated positions	\$0	\$0	\$0
3601 Workers' Compensation, certificated positions	\$0	\$0	\$0
5200 Travel and Conferences	\$0	\$0	\$0
5201 Event Registration	\$3,600	\$3,600	\$3,600
5602 Temporary Rentals	\$0	\$0	\$0
5800 Consulting Services	\$3,200	\$3,200	\$3,200
5801 Software Licenses	\$1.040	\$1.040	\$1.040
5810 Catering	\$0	\$0	\$0
7350 Administrative Costs	5.00% \$392	\$392	\$392
Total Resource 4035 - Title II	\$8,232	\$8,232	\$8,232
Resource 4610 Public Charter School Grants	0.2	۵۵	\$0
2300 Certificated Supervisors' and Administrators' Salaries	Φ Φ	\$0 \$0	0¢ 02
1300 Certificated Supervisors' and Administrators' Salaries	ΨU \$166 860	φ0 \$171 866	Ψ0 \$78.676
2100 Classified Instructional Salaries	\$100,000 ¢0	\$171,000 ድር	0,070 م¢
2100 Classified Instructional Galaries	ψυ ¢10.430	φυ ¢20.022	Ψ0 \$0.166
3302 OASDI/Medicare/Alternative, classified positions	φ19,409 ¢0	φ20,022 ¢0	ψ3,100 \$0
2401 Health and Welfare, contificated positions	φυ φυ	φ0 \$20.460	φU ¢19.055
2402 Health and Welfare, descrifted positions	φ20,320 ¢0	\$29,400 ¢0	\$10,900 ¢0
2601 Workers' Componentiale, classified positions	φU ¢1 750	ው ቆ1 ያበ5	φ0 9092
3602 Workers' Compensation, classified positions	φ1,732 ¢0	\$1,005 ¢0	φ020 ¢0
4100 Approved Textbooks and Core Curricula Materials	υφ 000 35¢	φυ ¢35.000	φυ Φ25 000
4100 Approved Textbooks and Core Curricula Materials	\$35,000 ¢0	\$35,000 ¢0	\$35,000 ¢0
4200 Books and Other Relefence Materials	φΟ	φU	Ф О
4300 Materials and Supplies	¢o	¢o	¢O
Case-It Binders with Logo - binder cost	\$U \$0	\$U ¢0	\$U ¢O
4400 Nen conitelized equipment	\$U	Ф О	\$ 0
	¢45.000	¢45.000	¢45.000
l echnology	\$15,000	\$15,000	\$15,000
Furniture	\$40,000	\$40,000	\$40,000
5300 Dues and Subscriptions (AVID)	\$0	\$0	\$0
5800 Professional/Consulting Services	* 0	**	\$ 0
	\$U \$0	\$U	\$U
	\$U \$0	\$U	\$U
I ransportation	\$0	\$U	\$U
Advertising	\$0	\$0	\$0
Printing - Curriculum Materials	\$11,000	\$12,000	\$12,000
U-Can College Admittance Program	\$0	\$0	\$0
CRC Per Semester Student Fees	\$0	\$0	\$0
Emergency Preparedness Plan	\$0	\$0	\$0
Legal and Appraisal Expenses	\$0	\$0	\$0
Relay Graduate School Tuition	\$0	\$0	\$0
5200 Travel and Conferences	\$0	\$0	\$0
5710 Charge for Athletics	\$0	\$0	\$0
6400 Furniture & Equipment	\$0	\$0	\$0
Total Resource 4610 Public Charter School Grants	\$317,378	\$325,152	\$209,624
Resource 5310 Child Nutrition Program			
2200 Noncertificated Support Salaries	\$19,729	\$20,305	\$20,898
3302 OASDI/Medicare/Alternative, classified positions	\$1,509	\$1,553	\$1,599
3402 Health and Welfare, classified positions	\$4,440	\$4,618	\$4,803
3602 Workers' Compensation, classified positions	\$207	\$213	\$219

VIII.B.499.

4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4400 Non-capitalized equipment (see Resource 9003)		\$500	\$500	\$500
4700 Food		\$109,024	\$162,689	\$163,254
5600 Rentals, Leases, Repairs		\$500	\$500	\$500
5800 Certification (1 Food Handler & 1 Manager Cert)		\$477	\$477	\$477
7310 Indirect Costs	5.00%	\$6,869	\$9,593	\$9,662
7438 Debt Service - Interest		\$0	\$0	\$0
7439 Debt Service - Principal		\$0	\$0	\$0
Total Resource 5310 Child Nutrition Program	-	\$144,256	\$201,448	\$202,912
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries		\$4,784	\$4,922	\$5,064
3302 OASDI/Medicare/Alternative, classified positions		\$366	\$377	\$387
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$50	\$52	\$53
4300 Materials and Supplies		\$1,000	\$1,000	\$1,000
4700 Food		\$55,874	\$83,377	\$83,667
5800 Charge for Program Technician		\$6,656	\$9,601	\$9,270
7310 Indirect Costs	5.00%	\$3,104	\$4,486	\$4,509
Total Resource 5320 Supper Program		\$71,835	\$103,815	\$103,950
Resource 6300 Lottery				
4100 Approved Textbooks and Core Curricula Materials (Lottery)		\$0	\$0	\$0
5800 Printing and Reproduction - Curriculum Materials		\$5 362	\$9 604	\$14 308
Total Resource 6300 Lotterv	_	\$5,362	\$9.604	\$14,308
		<i>\$0,002</i>	<i>Q</i> 0 ,001	ψ11,000
Resource 6500 - Special Ed				
1100 Certificated Salaries		\$59,167	\$60,942	\$62,771
1130 Certificated Teachers' Salaries - subs		\$0	\$0	\$0
2100 Classified Instructional Salaries		\$0	\$0	\$0
3301 OASDI/Medicare/Alternative		\$4,526	\$4,662	\$4,802
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3401 Health and Welfare		\$16,593	\$17,257	\$17,947
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3601 Workers' Compensation		\$621	\$640	\$659
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
4200 Books and Other Reference Materials		\$2,250	\$2,250	\$2,250
4300 Materials and Supplies		\$1,750	\$1,750	\$1,750
4400 Non-capitalized equipment		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5200 Travel and Conferences		\$1,500	\$1,500	\$1,500
5710 Transfer of Direct Costs		\$0	\$0	\$0
5800 Consulting Services		(\$6,786)	(\$25,000)	(\$30,238)
5800 Charge for Program Specialist		\$79,524	\$114,007	\$110,343
7310 Indirect Costs	5.00%	\$7,957	\$8,900	\$8,589
Total Resource 6500 - Special Ed		\$167,104	\$186,909	\$180,373
Resource 6512 Mental Health				
2100 Classified Instructional Salaries		\$0	\$0	\$0
3302 OASDI/Medicare/Alternative, classified positions		\$0	\$0	\$0
3402 Health and Welfare, classified positions		\$0	\$0	\$0
3602 Workers' Compensation, classified positions		\$0	\$0	\$0
5100 Subagreements for Services		\$0	\$0	\$0
5710 Transfer of Direct Costs		\$0	\$0	\$0 \$0
5800 Consulting Services		\$0	\$0 \$0	\$0 \$0
7310 Indirect Costs	5.00%	\$0	\$0	\$0

Total Resource 6512 Mental Health	\$0	\$0	\$0
Total Expenses	\$3,260,610	\$4,126,172	\$4,189,564
Excess of Revenue over Expenditures	\$62,970	\$549,790	\$574,472
Unrestricted Beginning Fund Balance Restricted Beginning Fund Balance			
Beginning Fund Balance	(\$548,685)	(\$485,715)	\$64,075
Projected Ending Fund Balance	(\$485,715)	\$64,075	\$638,547
Reserved for Economic Uncertainty* 5%	\$108,456	\$163,289	\$170,413
Reserved for Fundraising	\$0	\$0	\$0
Undesignated	(\$594,172)	(\$99,215)	\$468,134
Projected Ending Fund Balance	(\$485,715)	\$64,075	\$638,547
Contribution to (from) Unrestricted for Food Service Contribution to (from) Unrestricted for Special Education	(\$75,876) (\$48,626)	(\$96,030) (\$5,274)	(\$96,902) \$7,337

* - Per MOU, based on 5% of LCCF

Tecoy Porter College Prep Facilities Costs and Funding

	_	2020-21	2021-22	2022-23	2023-24
Square Feet Required	_	40,000	40,000	40,000	40,000
Rent per Square Foot					
Annual Lease Payments		\$558,065	\$691,663	\$791,670	\$845,830
Pro-Rata Share per Sq Foot		\$0.08	\$0.08	\$0.08	\$0.08
Common Area Maintenance	_	\$35,200	\$38,400	\$38,400	\$38,400
Total Rent Expense		\$593,265	\$730,063	\$830,070	\$884,230
Tenant Improvements		\$113,529	\$0	\$0	\$0
Utilities	\$0.17	\$74,800	\$81,600	\$81,600	\$81,600

New 6-8 Student Demographics

		2019-20	2020-21	2021-22	2022-23	2023-24
Number of Classes:						
тк		0	0	0	0	0
K-3		0	0	0	0	0
4-6		0	0	0	0	2
7-8		0	0	0	0	2
		0	0	0	0	4
ADA Rate		0	0.00%	0%	0%	92%
Unduplicated Count		79.48%	77.88%	77.88%	77.88%	77.88%
PY P-2 ADA		0	0	0	0	0
Projected PY Annual ADA (97%)		0	0	0	0	0
PY Annual ADA for Lottery (1.0446)		0	0	0	0	0
2019-20	K-3	4-6	7-8	Total		
Enrollment						
ADA						
Unduplicated Count						
2020-21	K-3	4-6	7-8	Total		
Enrollment						
ADA						
Unduplicated Count						
2021-22	K-3	4-6	7-8	Total		
Enrollment						
ADA						
Unduplicated Count						
2022-23	K-3	4-6	7-8	Total		
Enrollment						
ADA						
Unduplicated Count						
2023-24	K-3	4-6	7-8	Total		
Enrollment		60	60	120		
ADA		55	55	110		
Unduplicated Count				93		

FY 2022 - FY 2024 Charter Renewal Budget New 6-8 Rolls Up to Fund 05

			2021-22	2022-23	2023-24
	Funded ADA	-			110
	LCFF Entitlement	\$11,097			\$1,221,349
8096	Transfers to Charter Schools in Lieu of Property Taxes				\$0
8012	Education Protection Act Funds				\$101,202
8011	LCFF - State Aid	-			\$1,120,147
	Total Local Control Funding Formula Sources		\$0	\$0	\$1,221,349
	Federal Revenues				
8181	Special Education Entitlement	\$125.00			\$0
8182	Special Education Discretionary Grants - Mental Health				\$0 \$34 630
0220	Child and Adult Care Food Program				\$34,039 \$32,076
0220					\$23,970 ¢E4.270
0290					\$04,379 #0.000
8290					\$8,232
8290					\$414,018
8290	CARES ACI (ESSERF)				\$U \$0
8290	General Federal COVID Relief - GEER				\$U \$0
8290	General Federal COVID Relief - CR	-	* 0	*	\$0
	l otal Federal Revenues		\$0	\$0	\$535,244
	Other State Revenues				
8520	Child Nutrition Programs				\$2,815
8520	Child and Adult Care Food Program				\$1,670
8520	School Breakfst Program Expansion Grant				\$0
8560	State Lottery	\$150.00			\$0
8560	State Lottery-PY				\$0
8560	State Lottery - Restricted	\$49.00			\$0
8560	State Lottery - Restricted-PY				\$0
8590	SB740 Facilities Reimbursement				\$309,917
8590	SB740 Facilities Reimbursement - PY Adjustment				\$0
8590	Classified Employee PD Block Grant				\$0
8590	SSID/STAR/CELDT Testing Reimbursements				\$0
8590	State COVID-19 Funds GF				\$0
8550	Mandate Block Grant	\$17.11			\$0
8550	One-Time per ADA Grants	\$0.00			\$0
8590	Mental Health per ADA				\$7,200
8792	Special Education Entitlement	\$634.00			\$71,809
	Total State Revenues		\$0	\$0	\$393,411
	Other Local Revenue				
8634	Food Service Sales				\$2,469
8631	Sale of Equipment and Supplies				\$0
8699	All other Local Revenue - Unrestricted Donations/Fundraising				\$0
8699	All Other Local Revenue - Facility Use				\$0
	Total Local Revenue	-	\$0	\$0	\$2,469
	Other Financing Sources				
8972	Proceeds From Capital Leases				\$0
8979	Proceeds From TLL oans				\$0 \$0
8980	Contribution to Athletic Department				\$0
2000	Total Financing Sources	-	\$0	\$0	\$0
			ΨJ	4 0	÷3

Total Revenues and Other Financing Sources	\$0	\$0	\$2,152,473
Resource 0000 - Unrestricted General Education			
1100 Certificated Teachers' Salaries			\$135 656
1130 Certificated Teachers' Salaries - subs			\$21 750
1300 Certificated Supervisors' and Administrators' Salaries			\$0
1900 Other Certificated Salaries			\$0
2100 Classified Instructional Salaries			\$0
2200 Noncertificated Support Salaries			\$66 420
2300 Noncertificated Sup and Admin Salaries			\$0 \$0
2400 Clerical. Technical and Office Staff Salaries			\$43.618
1200 Certificated Pupil Support Salaries			\$0
2900 Other Classified Salaries			\$39,359
3301 QASDI/Medicare/Alternative, certificated positions			\$12,042
3302 QASDI/Medicare/Alternative, classified positions			\$11 429
3401 Health and Welfare, certificated positions			\$26,075
3402 Health and Welfare, classified positions			\$12,005
3501 State Unemployment Insurance, certificated			\$11 000
3502 State Unemployment Insurance, classified			\$0
3601 Workers' Compensation certificated positions			\$1 653
3602 Workers' Compensation, classified positions			\$1,569
4100 Approved Textbooks and Core Curricula Materials			\$36 415
4200 Books and Other Reference Materials			\$0
4300 Materials and Supplies			ψu
Instructional (\$1 000 returning/\$1 500 new classes)			\$6 000
Recess/Incentives			\$1,500
Case-It Binders with Logo for MS and HS students			\$3,800
Other (Office/clerical)			\$8,000
Custodial Supplies			\$15.000
Bark Replacement			\$0
PE Uniforms			\$1.000
Promotional Material			\$0
Parent Academy Food and Materials			\$1,500
Advocacy Day Food and SWAG			\$1.800
Instructional- Science curriculum supplies			\$1.000
4400 Non-capitalized equipment			<i>••</i> ,••••
Technology			\$0
Furniture			\$0
5200 Travel and Conferences - Parent Academy Presenters			\$200
5300 Dues and Memberships			
CSDC	\$3.00		\$360
CCSA	\$10.00		\$1,200
EdJoin			\$100
Other Dues and Memberships (AVID)			\$4,559
5400 Insurance			\$17,500
5500 Operations and Housekeeping			. ,
Utilities (per square foot per mo.)			\$40,800
Alarm Monitoring (Fire and Burglar)			\$20,654
Pest Control			\$400
5600 Rentals, Leases, Repairs			
Facility Rent			\$465,600
Repairs			\$5,000
Facilities Maintenance			\$3,000
Copier and Credit Card Terminal Lease			\$15,000
5710 Charge for Athletics			\$37,962

VIII.B.505.

Transfer of Direct Costs		\$0
5800 Professional/Consulting Services		
BTSA Stipend		\$0
Shredding Service (Cintas)		\$660
SAYS Elective		\$18,200
Contracted Sub Services		\$0
Cintas Uniforms		\$6,600
CRC Per Semester Fees		\$0
Landscape Maintenance		\$6,000
Other Services and Expense (includes finance charges)		\$2,000
Hearing and Vision Screening		\$1,200
Printing and Reproduction		\$2,000
Bottled Water		\$0
Fitness Classes - Women's Wellness Club		\$500
Legal Expenses		\$500
Annual Permits and Fees (Alarm)		\$200
Parent Square	\$5.00	\$600
Illuminate Licenses (Grading and Assessment)	\$6.78	\$0
Aeries License (SIS)	\$10.00	\$0
MAP Testing Fees	\$12.50	\$1 500
Edmentum Licenses/Moby Max	¢.2.00	\$4 235
Student Persistence Incentive Trips		\$3,000
Leadership Elective Programming (U-Can)		\$0
Business Services (Audit)		\$6 000
Printing and Reproduction - Curriculum Materials		\$4 700
Unsecured Property Tax		\$825
IT Services		\$18,000
IT Services Renewals (AV Firewall Server Warranties)		\$2 165
Embroider Binders with Logo for MS & HS students		\$3 100
Emergency Prenaredness Plan		\$0,100 \$0
Website Undate		¢0 \$0
Credit Card Processing Fees		\$500
CMO Support (% of Revenue Limit & Block Grant)	0.00%	0200¢ 02
Teacher Support (% of Revenue Limit & Block Grant)	4.00%	\$48 854
Data & Analytical Support	2.00%	\$24.427
District Oversight (% of Revenue Limit & Block Grant)	1 00%	\$12,727 \$12,213
5900 Communications	1.00 /0	ψ12,210
Postage & Postage Meter Rental		\$2,000
		φ2,000 ¢0
Coll Phone Service		ΦΦ \$6 500
Smart Voice and Internet		\$0,500 \$16,000
6170 Site Improvemente		φ10,000 ¢0
6200 Loopehold Improvements		ው ው ር
6200 Leasenoid improvements		ቅሀ ድኅፍ 000
7210 Indirect Costs		\$15,000 (*0.064)
7310 Indirect Costs		(\$0,004)
7436 Debt Service - Interest (TI/Playground)		\$U \$0
7439 Debt Service - Principal (Tr/Playground)		\$U ¢O
7430 Debt Service - Interest (Phone System)		\$0
Total Pasauras 0000 Uprostriated Canaral Education		¢0 ¢1 000 540
I OTAL RESOURCE 0000 - UNRESTRICTED GENERAL EDUCATION	\$0	⊅ ∪ ⊅1,269,54 0
Resource 0020 - Unrestricted Fundraising		
4300 Materials and Supplies		\$0
4400 Non-capitalized equipment		\$0
5600 Rentals, Leases, Repairs		\$0
5800 Consulting Services		\$0

Total Resource 0020 - Unrestricted Fundraising		\$0	\$0	\$0
Resource 1100 - Lottery: Unrestricted				
4300 Materials and Supplies				
Food and SWAG for parent academies and convention				\$0
Food for Meetinas				\$500
Yoga Mats/Books				\$500
Headphones for Chromebooks				\$0
Food/Materials for Relay Seminars				\$0
5200 Travel and Conferences				\$2 000
5800 Student Field Trins				\$22,000
5800 Cal Poly 5th Grade Trip				\$0 \$0
6200 Leasehold Improvements				¢0 \$0
Total Resource 1100 - Lottery: Unrestricted		\$0	\$0	\$25,000
Total Resource Troo - Lottery. Onesticited		ΨΟ	ΨΟ	Ψ20,000
Resource 1400 - EPA Funds				
1100 Certificated Teachers' Salaries				\$110,154
3301 OASDI/Medicare/Alternative, certificated positions				\$8,427
3401 Health and Welfare, certificated positions				\$17,880
3601 Workers' Compensation, certificated positions				\$1,157
4100 Approved Textbooks and Core Curricula Materials				(\$36,415)
Total Resource 1400 - EPA Funds		\$0	\$0	\$101,202
Resource 3010 - Title I Part A				
1100 Certificated Teachers' Salaries				\$34,328
1130 Certificated Teachers' Salaries - subs				\$0
1300 Certificated Supervisors' and Administrators' Salaries				\$0
2300 Noncertificated Supervisors' and Administrators' Salaries				\$0
2100 Classified Instructional Salaries				\$0
2900 Other Classified Salaries				\$0
3301 OASDI/Medicare/Alternative, certificated positions				\$2,626
3302 OASDI/Medicare/Alternative, classified positions				\$0
3401 Health and Welfare, certificated positions				\$0
3402 Health and Welfare, classified positions				\$0
3601 Workers' Compensation, certificated positions				\$360
3602 Workers' Compensation, classified positions				\$0
4300 Materials and Supplies				\$2,500
4100 Approved Textbooks and Core Curricula Materials				\$906
4200 Books and Other Reference Materials				\$3,191
5200 Travel and Conferences				\$0
5300 Dues and Subscriptions				\$0
5600 Rentals, Leases, Repairs				\$3,000
5900 Communication				\$0
5800 Consulting Services				
Tuition				\$0
Contracted Services				\$125
Contracted Substitutes				\$0
Catering				\$250
Printing				\$0
7350 Administrative Costs	15.00%	\$0	\$0	\$7,093
Total Resource 3010 - Title I Part A		\$0	\$0	\$54,379
Resource 3310 - Special Ed: IDEA				÷.
2100 Classified Instructional Salaries				\$0
3302 OASDI/Medicare/Alternative, classified positions				\$0

3402 Health and Welfare, classified positions

\$0

3602 Workers' Compensation, classified positions				\$0
5800 Consulting Services				\$0
7310 Indirect Costs	5.00%			\$0
Total Resource 3310 - Special Ed: IDEA		\$0	\$0	\$0
Resource 4035 - Title II				
1300 Certificated Supervisors' and Administrators' Salaries				\$0
3301 OASDI/Medicare/Alternative, certificated positions				\$0
3601 Workers' Compensation, certificated positions				\$0
5200 Travel and Conferences				\$0
5201 Event Registration				\$3,600
5602 Temporary Rentals				\$0
5800 Consulting Services				\$3,200
5801 Software Licenses				\$1,040
5810 Catering				\$0
7350 Administrative Costs	5.00%			\$392
Total Resource 4035 - Title II		\$0	\$0	\$8,232
Resource 4610 Public Charter School Grants				
1100 Certificated Teachers' Salaries				\$0
2300 Certificated Supervisors' and Administrators' Salaries				\$0
1300 Certificated Supervisors' and Administrators' Salaries				\$98.345
2100 Classified Instructional Salaries				\$0
3301 OASDI/Medicare/Alternative, certificated positions				\$11,457
3302 OASDI/Medicare/Alternative, classified positions				\$0
3401 Health and Welfare, certificated positions				\$11,683
3402 Health and Welfare, classified positions				\$0
3601 Workers' Compensation, certificated positions				\$1,033
3602 Workers' Compensation, classified positions				\$0
4100 Approved Textbooks and Core Curricula Materials				\$45,000
4200 Books and Other Reference Materials				\$0
4300 Materials and Supplies				
Case-It Binders with Logo - binder cost				\$4,000
PE Athletics/Science and Music Supplies				\$15,000
4400 Non-capitalized equipment				
Technology				\$60,000
Furniture				\$150,000
5300 Dues and Subscriptions (AVID)				\$0
5800 Professional/Consulting Services				
Cal Poly Curriculum Development				\$0
Leadership Elective Programming				\$0
Transportation				\$0
Advertising				\$0
Printing - Curriculum Materials				\$15,000
U-Can College Admittance Program				\$0
CRC Per Semester Student Fees				\$0
Emergency Preparedness Plan				\$2,500
Legal and Appraisal Expenses				\$0
Relay Graduate School Tuition				\$0
5200 Travel and Conferences				\$0
5710 Charge for Athletics				\$0
6400 Furniture & Equipment				\$0
Total Resource 4610 Public Charter School Grants		\$0	\$0	\$414,018

Resource 5310 Child Nutrition Program

2200 Noncertificated Support Salaries

\$0

VIII.B.508.

3302 OASDI/Medicare/Alternative, classified positions				\$0
3402 Health and Welfare, classified positions				\$0
3602 Workers' Compensation, classified positions				\$0
4300 Materials and Supplies				\$1,000
4400 Non-capitalized equipment (see Resource 9003)				\$500
4700 Food				\$34,910
5600 Rentals, Leases, Repairs				\$500
5800 Certification (1 Food Handler & 1 Manager Cert)				\$477
7310 Indirect Costs	5.00%			\$1,869
7438 Debt Service - Interest				\$0
7439 Debt Service - Principal				\$0
Total Resource 5310 Child Nutrition Program		\$0	\$0	\$39,256
Resource 5320 Supper Program				
2200 Noncertificated Support Salaries				\$4,620
3302 OASDI/Medicare/Alternative, classified positions				\$353
3402 Health and Welfare, classified positions				\$0
3602 Workers' Compensation, classified positions				\$49
4300 Materials and Supplies				\$1,000
4700 Food				\$18,033
5800 Charge for Program Technician				\$3,528
7310 Indirect Costs	5.00%			\$1,379
Total Resource 5320 Supper Program		\$0	\$0	\$28,962
Resource 6300 Lottery				^
4100 Approved Textbooks and Core Curricula Materials (Lottery)				\$0
5800 Printing and Reproduction - Curriculum Materials		*^	\$ 0	\$0
		80		50
		ψŪ	ψū	
Resource 6500 - Special Ed		ψŪ	ψŬ	
Resource 6500 - Special Ed		ψŪ	ΨŬ	\$27 132
Resource 6500 - Special Ed 1100 Certificated Salaries		ψŪ	ΨŬ	\$27,132 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries		ψŪ	ΨŬ	\$27,132 \$0 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 QASDI/Medicare/Alternative		ţ	ΨŬ	\$27,132 \$0 \$2,076
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative		ţ	ΨŬ	\$27,132 \$0 \$2,076 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare		ţ	Ŷ	\$27,132 \$0 \$2,076 \$0 \$3,598
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare		ţŭ	ţ,	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation		ţ	ţ.	\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation		ţ	, ,	\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials		ţ	, ,	\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2250
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Sumplies		ţ		\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies		ţ		\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subarreements for Services		ψU		\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0 \$0 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences		ţ		\$27,132 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0 \$2,250 \$1,750 \$0 \$2,250 \$1,750 \$0 \$2,076
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs		ţ		\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0 \$1,500 \$0 \$1,500
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services		ţ		\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist		ţ		\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$1,500 \$0 \$0 \$1,500 \$0 \$0 \$1,500 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$2,076 \$0 \$0 \$0 \$2,076 \$0 \$0 \$2,076 \$0 \$0 \$2,076 \$0 \$0 \$2,076 \$0 \$0 \$2,076 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs	5.00%			\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,85 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs Total Resource 6500 - Special Ed	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618
Resource 0500 LotteryResource 0500 Lottery1100Certificated Salaries1130Certificated Teachers' Salaries - subs2100Classified Instructional Salaries3301OASDI/Medicare/Alternative3302OASDI/Medicare/Alternative, classified positions3401Health and Welfare3402Health and Welfare, classified positions3601Workers' Compensation3602Workers' Compensation, classified positions3400Books and Other Reference Materials4300Materials and Supplies4400Non-capitalized equipment5100Subagreements for Services5200Travel and Conferences5710Transfer of Direct Costs5800Charge for Program Specialist7310Indirect CostsTotal Resource 6500 - Special Ed	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,250 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs Total Resource 6500 - Special Ed Resource 6512 Mental Health	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 3400 Materials and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Consulting Services 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs Total Resource 6500 - Special Ed Resource 6512 Mental Health 2100 Classified Instructional Salaries	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,85 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618 \$225,869
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs 5800 Charge for Program Specialist 7310 Indirect Costs Total Resource 6500 - Special Ed Resource 6512 Mental Health 2100 Classified Instructional Salaries 3302 OASDI/Medicare/Alternative, classified positions	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,85 \$0 \$2,250 \$1,750 \$0 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$4,029 \$4,029 \$84,618 \$25,869 \$1,979
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 3601 Workers' Compensation, classified positions 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Charge for Program Specialist 7310 Indirect Costs Total Resource 6500 - Special Ed Resource 6512 Mental Health 2100 Classified Instructional Salaries 3302 OASDI/Medicare/Alternative, classified positions	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$285 \$0 \$2,250 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618 \$25,869 \$1,979 \$3,598
Resource 6500 - Special Ed 1100 Certificated Salaries 1130 Certificated Teachers' Salaries - subs 2100 Classified Instructional Salaries 3301 OASDI/Medicare/Alternative 3302 OASDI/Medicare/Alternative, classified positions 3401 Health and Welfare 3402 Health and Welfare 3402 Health and Welfare, classified positions 3601 Workers' Compensation 3602 Workers' Compensation, classified positions 4200 Books and Other Reference Materials 4300 Materials and Supplies 4400 Non-capitalized equipment 5100 Subagreements for Services 5200 Travel and Conferences 5710 Transfer of Direct Costs 5800 Consulting Services 5800 Charge for Program Specialist 7310 Indirect Costs Resource 6512 Mental Health 2100 Classified Instructional Salaries 3302 OASDI/Medicare/Alternative, classified positions 3402 Health and Welfare, classified positions 3402	5.00%	\$0	\$0	\$27,132 \$0 \$0 \$2,076 \$0 \$3,598 \$0 \$2,250 \$1,750 \$0 \$1,500 \$0 \$1,500 \$0 \$41,999 \$4,029 \$84,618 \$25,869 \$1,979 \$3,598 \$272

5710 Transfer of Direct Costs			\$0
5800 Consulting Services			\$0
7310 Indirect Costs 5.004	%		\$1,586
Total Resource 6512 Mental Health	\$0	\$0	\$33,303
Total Expenses	\$0	\$0	\$2,058,511
Excess of Revenue over Expenditures	\$0	\$0	\$93,962
Unrestricted Beginning Fund Balance			
Restricted Beginning Fund Balance			
Beginning Fund Balance	\$0	\$0	\$0
Projected Ending Fund Balance	\$0	\$0	\$93,962
Reserved for Economic Uncertainty* 5	% \$0	\$0	\$61,067
Reserved for Fundraising	\$0	\$0	\$0
Undesignated	\$0	\$0	\$32,894
Projected Ending Fund Balance	\$0	\$0	\$93,962
Contribution to (from) Unrestricted for Food Service	\$0	\$0	(\$28,296)
Contribution to (from) Unrestricted for Special Education	\$0	\$0	(\$12,809)

* - Per MOU, based on 5% of LCCF

New 6-8 Facilities Costs and Funding

	_	2020-21	2021-22	2022-23	2023-24
Square Feet Required					20,000
Rent per Square Foot					1.79
Annual Lease Payments					\$429,600
Pro-Rata Share per Sq Foot					\$0.15
Common Area Maintenance	-				\$36,000
Total Rent Expense					\$465,600
Tenant Improvements					\$0
Utilities	\$0.17				\$40,800

FY 2022 - FY 2024 Charter Renewal Budget

All Sacramento Fortune Charters- Location 000 Rolls Up to Fund 05

	. 2021-	22	2022-	-23	2023-	-24
Resource 0500 - Revenue						
Contributions from FS	3.61%	\$12,453	4.64%	\$15,715	3.93%	\$13,603
Contributions from WLCP	4.82%	\$16,604	4.84%	\$16,398	4.21%	\$14,552
Contributions from EWCP	21.69%	\$74,716	18.15%	\$61,492	16.47%	\$56,943
Contributions from ARCP	4.22%	\$14,528	4.84%	\$16,398	3.66%	\$12,654
Contributions from HMCP	15.66%	\$53,961	15.32%	\$51,926	15.46%	\$53,463
Contributions from ECHS	28.31%	\$97,546	28.02%	\$94,971	27.90%	\$96,487
Contributions from FMS	21.69%	\$74,716	18.15%	\$61,492	16.47%	\$56,943
Contributions from TPCP					0.91%	\$3,163
Contributions from New 6-8			6.05%	\$20,497	10.98%	\$37,962
		\$344,523		\$338,889		\$345,770
Resource 0500 - Fortune Athletic Department						
2100 Classified Instructional Salaries	\$50,500		\$50,500		\$50.500	
2300 Noncertificated Sup and Admin Salaries	\$59.987		\$61,787		\$63,640	
2400 Clerical. Technical and Office Staff Salaries	\$2,500		\$2,500		\$2,500	
3302 OASDI/Medicare/Alternative classified positions	\$11,043		\$11 253		\$11 469	
3402 Health and Welfare, classified positions	\$17,557		\$18,259		\$18,990	
3602 Workers' Compensation classified positions	\$1 186		\$1 205		\$1 225	
4300 Materials and Supplies	¢.,		¢.,200		<i><i><i>v</i></i>,<i>220</i></i>	
Equipment: Basketball	\$1 500		\$1 500		\$1 500	
Equipment: Cheer	\$500		\$500		\$500	
Equipment: Track	\$3,000		\$3,000		\$3,000	
Equipment: Volleyball	\$500		\$4,000		\$4,000	
Equipment: Soccer	\$3,000		\$1,500		\$1,500	
Liniforms: Basketball	\$7,500		\$5,000		\$5,000	
Uniforms: Cheer	\$800		\$2,000		\$2,000	
Uniforms: Track	\$5,000		\$5,000		\$5,000	
Uniforms: Vollevball	\$1.000		\$5,000		\$5,000	
Uniforms: Soccer	\$1,500		\$1,500		\$1,500	
Advertising & Promotional Materials	\$5,000		\$7,500		\$7,500	
Administrative	\$600		\$600		\$600	
4400					,	
Technology-Pixalot	\$0		\$0		\$0	
Non Capital Equipment	\$0		\$0		\$0	
5200 Travel and Conference	\$0		\$0		\$0	
5300 Dues and Memberships						
CIF License/ Registration Fees	\$4,000		\$4,500		\$4,500	
5400 Insurance	\$2,000		\$2,000		\$2,000	
5500 Operations and Housekeeping						
Utilities (per square foot per mo.)	\$0		\$0		\$0	
5600 Rentals, Leases, Repairs (Gym rentals)	\$0		\$0		\$0	
5800 Professional/Consulting Services						
Transportation	\$0		\$0		\$0	
Team Photos	\$2,000		\$2,000		\$2,000	
Website Development	\$0		\$0		\$0	
Coach Background Checks	\$200		\$200		\$200	
Officials- Basketball & Vollevball	\$7.000		\$7.000		\$7,000	
Tournament Fees - Basketball	\$0		\$0		\$0	
Other services and expenses	\$1,000		\$1 000		\$1 000	
HD Camera (Pixalot)	¢1,000		Ψ1,000		Ψ1,000	
5900 Communications						
Coll Phone Service	¢000		¢000		¢000	
6400 Euroituro & Equipment	\$900 \$900		φ0 Φ900		\$900	
	⇒∠∪,∪∪∪	F	04	ł	<u>۵۵۵ ۵۵۵</u>	
i otal Resource 0500 - Athletic Department	\$∠09,774		¢200,204		⊅∠∪3,U 23	

	Forture School of Education Salary Budgets July 1, 2021 - June 30, 2022			Increase	3.00%	of Year	Gross							:		4.00% So C		Pub V	Schl High	2 Ed	:
	Position	FTE			Hire E Date	ligible for N 403b	fonthly M Cost Hou	onths/ ırs Paid	Symp Salary Other A	osium S djustmei Sk	ubs tor k Days	Total Comp	FICA 0.062	Medi 0.0145	Taxes Mo	Vedical Premium Annu	al Cost M	03b 0. latch 0.	0.05 0.0	988 988 0	otal osts
	Fortune School County-wide																				
4 2300/050	41 Athletic Director 30	1.00	Swafford, D. Pos# 29		8/1/2016	100% es flat 700	\$4,999 \$4,999	8 4	\$19,996 \$39,991 \$59,987	\$0	0\$	\$19,996 \$39,991 \$59,987	\$1,240 \$2,479 \$3,719	\$290 \$580 \$870	\$1,530 \$3,059 \$4,589	\$1,430 \$1,487	\$7,149 \$10,408 \$17,557	\$800 \$1,600 \$2,399	\$210 \$420 \$630	000 05	29,684 555,479 855,163
01001050	Admin Assistant Stipend	1.00	Terrell, E.			%0	\$2,500	- 0 -	\$0 \$2,500	ç	ç	\$0 \$2,500	\$0 \$155 \$155	\$0 \$36	\$0 \$191	8 8	05 OS 6	8 8 8	\$0 \$26	ç	\$0 \$2,718
74000		00				200	001.00		00G'7\$	0¢	De	0.006,246	001 ¢	000 00	1916	ç	n :	R 8	970 *	D¢	\$7,/18
2100/050	boys basketuali- meau superio 5-0	00'1				%D	000'7¢	- 0 -	\$0 \$2,500 \$2,500	\$0	\$0	\$0 \$2,500 \$2,500	\$155 \$155 \$155	\$36 \$36 \$36	\$191 \$191 \$191	8	ନ ଜ ଜ	888	\$26 \$26	\$0	\$0 \$2,718 \$2,718
2100/050	Boys Basketball- Assistant Stipend 5-8	1.00				%0	\$1,250	-0-	\$0 \$1,250 \$1.250	Ş	U\$	\$0 \$1,250 \$1.250	\$0 \$78 \$78	\$0 \$18 \$18	\$0 \$96 808	0\$ 0\$	08 08	8 8 9	\$0 \$13 \$13	Ş	\$0 \$1,359 \$1.350
5	Boys Basketball- Head Stipend High School	1.00	Vacant			%0	\$5,000		80	\$	\$	0\$	8	\$0	80	\$0	8	8	\$0	\$	\$0
2100/050	00							0-	\$5,000 \$5,000	0\$	0\$	\$5,000	\$310	\$73 \$73	\$383	ŝ	808	808	\$53 \$53	\$0	\$5,435 \$5,435
2100/050	Boys Basketball-Assistant Stipend High School 00	1.00	Vacant			%0	\$1,500	-0-	\$0 \$1,500 \$1,500	\$0	\$0	\$0 \$1,500 \$1,500	\$0 \$93 \$93	\$0 \$22 \$22	\$0 \$115 \$115	S S	05 05 05	80 88 80 88	\$0 \$16 \$16	80	\$0 \$1,631 \$1,631
2100/050	Girls Basketball- Head Stipend 5-8 00	1.00				%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	\$0	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	8 8	0\$ 0\$	80 80 80	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
2100/050	Girls Basketball- Assistant Stipend 5-8 30	1.00				%0	\$0	- 0 -	\$0 \$0 \$0	\$	\$0	\$0 \$0 \$0	8 8 8	0\$ \$0	\$ \$ \$	8 8	\$ \$ \$	\$ \$ \$	\$0 \$0	\$0	\$0 \$0
2100/050	Girls Basketball- Head Stipend High School 00	1.00	Vacant			%0	\$5,000	- 0 -	\$0 \$5,000 \$5,000	\$	\$	\$0 \$5,000 \$5,000	\$0 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	88	8 8 8	\$ \$	\$0 \$53 \$53	\$0	\$0 \$5,435 \$5,435
2100/050	Girls Basketball- Assistant Stipend High School 30	1.00	Vacant			%0	\$1,500	-0-	\$0 \$1,500 \$1,500	\$0	0\$	\$0 \$1,500 \$1,500	\$0 \$93 \$93	\$0 \$22 \$22	\$0 \$115 \$115	8 8	80 S	8 8 8	\$0 \$16 \$16	\$0	\$0 \$1,631 \$1,631
2100/050	Basketball Development (Intramurals) Not in 20-21 00	0.00				%0	\$500	-0-	80 80 80	0\$	\$	808	\$0 \$0	\$0 \$0	8 8 8	8 8	0\$ 0\$	\$ \$ \$	\$0 \$0	\$0	\$0 \$0
2100/050	Rugby Development (Intramurals) Not in 20-21 00	0.00				%0	\$	-0-	\$0 \$0 \$	ŝ	\$	\$0 \$0 \$	8 8 8	0\$ \$0	\$ \$ \$	\$ \$	888	\$ \$ \$	\$0 \$0	\$0	\$0 \$0
2100/050	Boys Track- Head Stipend High School 20	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	\$0	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	8 8 8	888	\$ \$ \$	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
2100/050	Boys Track- Assistant Stipend High School 00	1.00	Vacant			%0	\$1,250	- 0 -	\$0 \$1,250 \$1,250	\$0	80	\$0 \$1,250 \$1,250	\$0 \$78 \$78	\$0 \$18 \$18	0\$ 96\$	8 8 8	8 8 8	\$ \$ \$	\$0 \$13 \$13	\$0	\$0 \$1,359 \$1,359
2100/050	Girls Track-Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	\$	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	S S	8 8 8	\$ \$ \$	\$0 \$26 \$26	\$	\$0 \$2,718 \$2,718
2100/050	Girls Track- Assistant Stipend High School 30	1.00	Vacant			%0	\$1,250	- 0 -	\$0 \$1,250 \$1,250	\$0	\$	\$0 \$1,250 \$1,250	\$0 \$78 \$78	\$0 \$18 \$18	96\$ 0\$	8 8	\$0 \$0	\$ \$ \$	\$0 \$13 \$13	\$	\$0 \$1,359 \$1,359
2100/050	Boys Soccer- Head Stipend High School 00	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	\$0	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	8 8	0\$ 0\$	80 80 80	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
2100/050	Boys Soccer - Assistant Stipend High School 00	1.00	Vacant			%0	\$1,000	-0-	\$0 \$1,000 \$1,000	\$0	\$0	\$0 \$1,000 \$1,000	\$0 \$62 \$62	\$0 \$15 \$15	\$0 \$77 \$77	88	0\$ 0\$ 0\$	\$ \$ \$	\$0 \$11 \$11	0\$	\$0 \$1,087 \$1,087
	Girls Soccer - Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 ,	\$0 \$2,500	e	ç	\$0 \$2,500	\$0 \$155	\$0 \$36	\$0 \$191	0\$	808	8 8 S	\$0 \$26	ŝ	\$0 \$2,718
100001 2	o Girls Soccer - Assistant Stipend High School	1.00	Vacant			%0	\$1,000	0	\$2,500 \$1,000	0¢	0	\$0,200 \$0 \$1,000	\$ 150 \$0 \$62	\$0 \$15	1916 \$77	88	6 6 6 6	\$ \$ \$	\$20 \$1 \$11	0¢	\$2,710 \$0 \$1,087
2100/050	00 Boys Vollevball- Head Stipend High School	1.0	00 Vacant			%0	\$2,500		\$1,000 \$0	\$0	\$	\$1,000 \$0	\$62 \$0	\$15 \$0	\$77 \$0	°\$	S S	\$ %	\$11 \$0	\$0	\$1,087 \$0
2100/050	,							0 +	\$2,500 \$2,500	\$0	\$0	\$2,500	\$155 \$155	\$36 \$36	\$191 \$191	\$0	, 0 8 0 8	, 0 %	\$26 \$26	\$0	\$2,718 \$2,718

	Fortune School of Education																			
	saary budgets July 1, 2021 - June 30, 2022		Increase	3.00% Hire	% of Year Flicible for	Gross Monthly	Aonthis/	S.	misoon	Subs for		FICA	Medi	Total M	4.00% So Cal 4.00% No Cal ledical	4 4	80 Pub: % Pub: % 0.0	Schl Highe /C W/ 105 0.00	Ed 8	5
	Position F Boys Volleyball - Assistant Stipend High School	TE 1.00 Vacar	Ŧ	Date	403b 0%	Cost Ht \$1,000	ours Paid	Salary Other \$0	Adjustmen 5	Sick Days 1	otal Comp \$0	0.062	0.0145	Taxes Mo.	Premium Annual \$0	Cost Ma \$0	atch 0.0 \$0	105 0.00 \$0	88	sts \$0
2100/0500							1 0	\$1,000 \$1,000	\$0	\$0	\$1,000 \$1,000	\$62 \$62	\$15 \$15	\$77 \$77	\$0	\$0\$	\$0\$	\$11 \$11	\$0	\$1,087
	Girls Volleyball - Head Stipend High School	1.00 Vacal	Ŧ		%0	\$2,500	- 0	\$0 \$2.500			\$0 \$2.500	\$0 \$155	\$0 \$36	\$0 \$191	0\$ 80	0\$ 80	% %	\$0 \$26		\$0 \$2.718
2100/0500							-	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191		\$0	\$0	\$26	\$0	\$2,718
2100/0500	Girls Volleyball - Assistant Stipend High School	1.00 Vacai	ŧ		%0	\$1,000	-0-	\$0 \$1,000 \$1,000	\$	\$	\$0 \$1,000 \$1,000	\$0 \$62 \$62	\$0 \$15 \$15	\$0 \$77 \$77	\$0 \$0	888	888	\$0 \$11 \$11	\$0\$	\$0 \$1,087 \$1,087
	Cheer- Head Stipend 5-8	.00 Vacai	Ħ		%0	\$2,500	- 0	\$0 \$2.500			\$0 \$2.500	\$0 \$155	\$0 \$36	\$0 \$191	0\$ 80	80 80	88	\$0 \$26	0,	\$0 \$2.718
2100/0500							-	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191	ŝ	\$0	80	\$26	\$0	\$2,718
00100000	Cheer- Assistant Stipend 5-8	.00 Ludd,	z		%0	\$1,250	- 0	\$0 \$1,250	e.	c.	\$0 \$1,250	\$0 \$78	\$0 \$18	0\$ 0\$	\$0 \$	\$0 \$0	80 80	\$0 \$13		\$0 \$1,359
0090/0012	Cheer- Head Stipend High School	.00 Vacar	Ŧ		%0	\$6,000		092,18	D\$	0	092'14	8/\$	\$18 \$0	96 95 8	\$0	0% %	n 08	\$13 \$0	n*	805,1\$ \$0
2100/0500							0 +	\$6,000	\$0	\$0	\$6,000	\$372 \$372	\$87	\$459	\$0	\$0	808	\$63 \$63	\$0	\$6,522 \$6,522
2100/0500	Cheer- Assistant Stipend High School 1.	.00 Vacai	Ŧ		%0	\$0	- 0 -	0\$ \$0	Ş	5	8 8 8	\$ \$ \$	0\$ \$0	08 08 08	\$0	0\$ 0\$	୫ ୫ ୨	\$0 \$0	U\$	\$0 \$0
4	Music Director Develoo Drumline - Prooram 030	.00 Stefor Pos#	n Dubose '344	7/1/2019	%0	\$7,780 \$7,780	- 40	\$31,120 \$62,239	\$	\$	\$31,120 \$62.239	\$1,929 \$3,859	\$451 \$902	\$2,381 \$4.761	\$1,813 \$1,886	\$9,067 \$13.201	\$ \$ \$	\$327 \$654	388	42,894 80,856
2300/0000							12	\$93,359 \$706.346	S 5	\$ \$	\$93,359 \$706.346	\$5,788	\$1,354	\$7,142 \$15.785		\$22,268 \$3 0 875 \$	\$0 \$0 \$0	\$980	\$0 \$12	23,749
								040'0070	è	D¢	040,0026			00 / 01 ¢		*	÷	2,101	576	676,00
1300	Fortune School Principal	.00 Howa Pos#	ard F30	7/1/2017 7/29/2013	100%	\$7,503 \$7,503	4 4 12	\$30,014 \$60,027 \$90,041	0\$	\$	\$30,014 \$60,027 \$90,041	\$1,861 \$3,722 \$5,583	\$435 \$870 \$1,306	\$2,296 \$4,592 \$6,888	\$2,126 \$2,211 9	\$10,629 \$ \$15,476 \$ \$26,106 \$	\$1,201 \$2,401 \$3,602	\$315 \$630 \$945	\$0 \$12 \$12	44,455 83,127 27,582
1300	Lead Science Teacher Stipend	.00 Vacai	Ĕ	7/1/2016		\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$0	\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$	0\$ \$0	8 8 8	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300	Lead Teacher K-2 Stipend	.00 Vacai	Ę	7/1/2016		\$1,650 \$1,650	0 0 0	\$0 \$1,650 \$1.650	8	8	\$0 \$1,650 \$1.650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$	0% 0% 0%	\$ \$ \$	\$0 \$17 \$17	05	\$0 \$1,794 \$1.794
			1	O FOURIL		01050		é		:	é	ş	é	é	ş	Ş	Ş	c e		é
1300	Lead leacher 3-5 Stipend	.00 Vaca	Ħ	0102016		\$1,650		\$0 \$1,650 \$1,650	\$0	\$0	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	% %	8 8 8	\$ \$ \$	\$0 \$17 \$17	80	\$0 \$1,794 \$1,794
2400	Office Manager 8.	00 Sims. 00 Pos#	31	11/12/2014	100%	\$24.11 \$24.11	89 173 262	\$17,166 \$33,367 \$50,533	\$0	\$0	\$17,166 \$33,367 \$50,533	\$1,064 \$2,069 \$3,133	\$249 \$484 \$733	\$1,313 \$2,553 \$3,866	\$1,171 \$1,218	\$5,854 \$8,523 \$ \$14,377 \$	\$687 \$1,335 \$2,021	\$180 \$350 \$531	33 IS 05	25,199 46,127 71,327
2400	School Secretary 8.	.00 Velas .00 Pos#	squez, Janet 11/5 32	8/3/2018	%0	\$18.22 \$18.22	89 173 262	\$12,970 \$25,211 \$38,180	\$0	\$0	\$12,970 \$25,211 \$38,180	\$804 \$1,563 \$2,367	\$188 \$366 \$554	\$992 \$1,929 \$2,921	\$726 \$755	\$3,632 \$5,288 \$8,920	\$ \$ \$	\$136 \$265 \$401	8 8 8 8 8 8	17,730 32,692 50,422
2900	Parent Llaison 8.	.00 Johns .00 Pos#	son 33	10/23/2013	100%	\$23.34 \$23.34	89 173 262	\$16,618 \$32,302 \$48,920	\$0	\$0	\$16,618 \$32,302 \$48,920	\$1,030 \$2,003 \$3,033	\$241 \$468 \$709	\$1,271 \$2,471 \$3,742	\$2,159 \$2,245	\$10,794 \$15,716 \$ \$26,509 \$	\$665 \$1,292 \$1,957	\$174 \$339 \$514	25 28 05	29,522 52,120 81,642
2200/5310	Food Services Coordinator 6.	.00 Andre .50 Pos#	L, swe 34	1/23/2012	%0	\$17.91 \$17.91	60 143 203	\$6,446 \$15,364 \$21,811	\$430 \$430	\$540 \$540	\$6,876 \$15,904 \$22,780	\$426 \$986 \$1,412	\$100 \$231 \$330	\$526 \$1,217 \$1,743	\$0 \$0	0\$ 0\$	\$0 \$0	\$72 \$167 \$239	\$0 \$1	\$7,474 17,288 24,762
2200/5320	Supper Coordinator 2. 0.	00 Andre 50 Pos#	avs, J 35	8/6/2014	%0	\$17.91 \$17.91	47 102 149	\$1,683 \$3,653 \$5,336	8	\$180 \$180	\$1,683 \$3,833 \$5,516	\$104 \$238 \$342	\$24 \$56 \$80	\$129 \$293 \$422	\$0 \$	0\$ 0\$ \$	\$ \$	\$18 \$40 \$58	0\$	\$1,830 \$4,166 \$5,996
	Food Service Coordinator Aide 0.	.00 Vacar .00 Pos#	nt 304	8/1/2021	%0	\$15.45 \$15.45	54 127	\$1,669 \$3,924	\$371	\$360	\$2,039 \$4,284	\$126 \$266	\$30 \$62	\$156 \$328	0\$	0\$ 80	\$ \$	\$21 \$45		\$2,217 \$4,657
2200/5310	- Cietodian - Davi	DO Elores	-urlough · Ariana	910016001	76U	\$17 74	181 80	\$5,593 ¢17,670	\$371	\$360	\$6,324 & 12 620	\$392 \$783	\$92 ¢183	\$484 \$066	\$813	\$0 ¢1 ∩66	G 6	\$66 \$13.3	%0 \$	\$6,874 17 705
2200/0000	Cusiouan - Day	.00 Pos#	37 37	0107/67/01	2	\$17.74	69 173 262	\$12,029 \$24,549 \$37,179	80	\$3,120 \$3,120	\$12,029 \$27,669 \$40,299	\$1,716 \$2,499	\$100 \$401 \$584	\$2,117 \$3,083	\$846	\$5,921 \$9,987	888	\$291 \$291 \$423	88	35,997 53,792
	Custodian - Night 8. 1.:	.00 Dors∉ .00 Pos#	∋y, Nina 114	1/19/2021	%0	\$15.91 \$15.91	89 173	\$11,330 \$22,024		\$3,120	\$11,330 \$25,144	\$702 \$1,559	\$164 \$365	\$867 \$1,924	\$1,185 \$1,233	\$5,926 \$8,628	\$0 \$0	\$119 \$264	\$ \$	18,242 35,960
2200/0000		oloci I oloci	ee Dwedee	0000000111	200	¢17.04	262	\$33,355 ee 275	\$0 \$71 E	\$3,120	\$36,475 ** Eno	\$2,261	\$529 *ne	\$2,790 *E04	67	\$14,554 en	S 8	\$383	\$ 0\$	54,202 e7 163
2200/0000		100 Pos#	115	0707/2011	2	\$17.91	173 262	\$12,392 \$18,768	\$215	\$480 \$480	\$12,872 \$19,462	\$798 \$1,207	\$187 \$282	\$985 \$1,489	80	888	888	\$135 \$204	\$0 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1 \$1	21,156

	Fortune School of Education Salary Budgets																			
	July 1, 2021 - June 30, 2022	L	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/	s	ymposium	Subs for	C	FICA	Medi	Total	4.00% So Ca 4.00% No Ca Medical	. a .	Pub 4% V 103b 0.0	Schi Highe //C W/ 105 0.00	888 888 94	tal
2100/651:	Instructional Aide - Mental Health (1.00 FTE) (supports HJ, ID, BM) 2	8.00 (3.50) 0.50	Green Pos #38	9/12/2012	%0	\$18.82	59 142 201	\$8,751 \$20,587 \$29,338	\$452 \$452 \$452	3720 \$720	\$9,202 \$9,202 \$21,307 \$30,510	\$571 \$1,321 \$1,892	\$133 \$309 \$442	\$7.04 \$1,630 \$2,334	0\$	80 08 80 08	20 20 20 20 20 20 20 20 20 20 20 20 20 2	\$97 \$224 \$320	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	23,164
2100/651:	Instructional Aide - Mental Health (.9625 FTE) (supports MG 1st grade) 2	(<mark>3.2</mark> 0.	70 Hutton, Andrea 20) Pos #362 50	2/6/2017	%0	\$17.39 \$17.39	59 142 201	\$7,787 \$18,341 \$26,128	\$417 \$417	\$693 \$693	\$8,204 \$19,034 \$27,239	\$509 \$1,180 \$1,689	\$119 \$276 \$395	\$628 \$1,456 \$2,084	\$723 \$752	\$1,808 \$2,632 \$4,440	80 80 80 80	\$86 \$200 \$286	\$0 \$2 \$2	10,726 23,323 34,049
2100/651:	Instructional Alide - Mental Health (.95 FTE) (supports AR 1st grade) 2	, 7. 0. 0.	60 Phayboun, Corina 1 <mark>0)</mark> Pos #358 50	2/3/2020	%0	\$15.91 \$15.91	59 142 201	\$7,037 \$16,582 \$23,619	\$382 \$382	\$684 \$684	\$7,419 \$17,266 \$24,685	\$460 \$1,070 \$1,530	\$108 \$250 \$358	\$568 \$1,321 \$1,888	\$0 \$0	S S S	8 8 8	\$78 \$181 \$259	\$0 \$1.	\$8,064 18,768 26,832
2100/0000	Instructional Aide - RTI 0	8.00 (<mark>3.50)</mark> 0.50	Peacock Pos #39	10/24/2013	100%	\$18.82 \$18.82	59 142 201	\$8,751 \$20,587 \$29,338	\$452 \$452	\$720 \$720	\$9,202 \$21,307 \$30,510	\$571 \$1,321 \$1,892	\$133 \$309 \$442	\$704 \$1,630 \$2,334	\$863 \$897	\$2,157 \$3,140 \$5,297	\$368 \$852 \$1,220	\$97 \$224 \$320	\$0 \$2 \$3 \$3	12,528 27,154 39,681
2100/0000	Yoga Instructor 0	2.00	Goss Pos #345	8/21/2019	%0	\$42.44 \$42.44	57 130 187	\$4,838 \$11,033 \$15,871	\$	\$509 \$509	\$5,347 \$11,033 \$16,380	\$332 \$684 \$1,016	\$78 \$160 \$238	\$409 \$844 \$1,253	\$0 \$	S S S	\$ \$ \$	\$56 \$116 \$172	\$0 \$1	\$5,812 (11,993 (17,805
2100/0000	Yoga Lead Teacher 0	0.20	Goss Pos #347	8/21/2019	%0	\$42.44 \$42.44	11 25 36	\$93 \$212 \$306	\$204 \$255 \$458	\$0	\$297 \$467 \$764	\$18 \$29 \$47	\$4 \$7 \$11	\$23 \$36 \$58	\$0 \$	\$0 \$0 \$	% % %	\$3 \$5 \$8	\$0	\$323 \$507 \$830
2100/3010	Behavior Aide - (Trite 1) 0	4.00 (3.50) 0.25	Martin, Onaii Pos #40	10/8/2019	%0	\$15.91 \$15.91	56 139 195	\$3,453 \$8,180 \$11,633	\$191 \$191	\$360 \$360	\$3,644 \$8,540 \$12,184	\$226 \$529 \$755	\$53 \$124 \$177	\$279 \$653 \$932	\$0 \$0	80 80 80	888	\$38 \$90 \$128	\$0 \$1	\$3,961 \$9,282 (13,244
2100/000	Reading Aide 0	4.00 0.00 0.25	Ornelas Pos #44	10/3/2016	100%	\$17.39 \$17.39	56 139 195	\$3,894 \$9,666 \$13,561	\$209 \$209	\$360 \$360	\$4,103 \$10,026 \$14,129	\$254 \$622 \$876	\$59 \$145 \$205	\$314 \$767 \$1,081	\$0 \$0	05 05 05	\$164 \$401 \$565	\$43 \$105 \$148	\$0 \$1	\$4,624 11,300 15,924
290	Behavior Technician 10	5.50	Peppers Pos#45	8/17/2016	%0	\$17.39 \$17.39	54 127 181	\$5,165 \$12,146 \$17,311	\$417 \$417	\$360 \$360	\$5,582 \$12,506 \$18,088	\$346 \$775 \$1,121	\$81 \$181 \$262	\$427 \$957 \$1,384	\$0 \$	S S S	888	\$59 \$131 \$190	\$0 \$1	\$6,068 13,594 19,662
290	Behavior Technician 10	5.50	Vacant Pos#119	1/5/2021	%0	\$15.45 \$15.45	54 127 181	\$4,589 \$10,792 \$15,380	\$371 \$371	\$360 \$360	\$4,959 \$11,152 \$16,111	\$307 \$691 \$999	\$72 \$162 \$234	\$379 \$853 \$1,233	\$0 \$0	8 8 8 8	8 8 8	\$52 \$117 \$169	\$0 \$1 \$1	\$5,391 12,122 17,513
290	Behavior Technician (.94FTE) 10	7.50	Woodyard Pos #120	3/23/2015	%0	\$17.91 \$17.91	57 130 187	\$7,657 \$17,463 \$25,120	\$430 \$430	\$675 \$675	\$8,087 \$18,138 \$26,225	\$501 \$1,125 \$1,626	\$117 \$263 \$380	\$619 \$1,388 \$2,006	\$0 \$0	8 8 8	888	\$85 \$190 \$275	\$0 \$1	\$8,790 19,716 28,506
1100/1400	1 Kindergarten 0	1.00	Morton, Grace Pos# 124	8/1/2019	%0	\$5,188 \$5,188	8 11	\$15,565 \$41,506 \$57,071	\$	0\$	\$15,565 \$41,506 \$57,071	\$965 \$2,573 \$3,538	\$226 \$602 \$828	\$1,191 \$3,175 \$4,366	\$750 \$780	\$3,750 \$5,460 \$9,210	\$ \$ \$	\$163 \$436 \$599	25 25 05	20,669 50,578 71,247
1100/1400	2 Kindergarten 0	1.00	Morgan, Theresa Pos #121	8/1/2020	%0	\$5,091 \$5,091	8 11	\$15,272 \$40,727 \$55,999	\$	\$0	\$15,272 \$40,727 \$55,999	\$947 \$2,525 \$3,472	\$221 \$591 \$812	\$1,168 \$3,116 \$4,284	\$723 \$752	\$3,616 \$5,265 \$8,881	888	\$160 \$428 \$588	\$0 \$	20,217 49,534 69,751
1100/1400	3 1st Grade 0	1.00	Hicks, Jaunay (formerly Arnett) Pos #46	8/1/2014	%0	\$5,078 \$5,078	8 11	\$15,233 \$40,622 \$55,855	\$0	0\$	\$15,233 \$40,622 \$55,855	\$944 \$2,519 \$3,463	\$221 \$589 \$810	\$1,165 \$3,108 \$4,273	\$757 \$788	\$3,787 \$5,514 \$9,301	888	\$160 \$427 \$586	25 25 25	20,345 49,670 70,015
1100/1400	4 2nd Grade - Math/Science 0	1.00	Kersten, Jessica Pos #123	8/1/2019	%0	\$5,051 \$5,051	8 11	\$15,154 \$40,411 \$55,565	\$0	\$0	\$15,154 \$40,411 \$55,565	\$940 \$2,505 \$3,445	\$220 \$586 \$806	\$1,159 \$3,091 \$4,251	\$376 \$391	\$1,880 \$2,738 \$4,618	888	\$159 \$424 \$583	\$0 \$5	18,353 46,665 65,017
1100/1400	5 1st Grade 0	1.00	Sowers, Lindsay Pos #399	8/1/2020	%0	\$5,065 \$5,065	8 11	\$15,194 \$40,517 \$55,711	\$	0\$	\$15,194 \$40,517 \$55,711	\$942 \$2,512 \$3,454	\$220 \$587 \$808	\$1,162 \$3,100 \$4,262	\$723 \$752	\$3,616 \$5,265 \$8,881	\$ \$ \$	\$160 \$425 \$585	28 88 80	20,132 49,306 69,438
1100/1400	6 3rd Grade - ELA/SS 0	1.00	Neves, Jennifer Pos #352	8/6/2014	100%	\$6,037 \$6,037	8 11	\$18,110 \$48,295 \$66,405	\$	\$0	\$18,110 \$48,295 \$66,405	\$1,123 \$2,994 \$4,117	\$263 \$700 \$963	\$1,385 \$3,695 \$5,080	\$1,077 \$1,120	\$5,384 \$7,839 \$13,223	\$724 \$1,932 \$2,656	\$190 \$507 \$697	20 20 20 20 20 20 20 20 20 20 20 20 20 2	25,795 62,267 88,062
110	7 3rd Grade - Math/Science 0	1.00	Zotzman, Michael Pos #400	10/8/2015	%0	\$5,188 \$5,188	3 11 1	\$15,565 \$41,506 \$57,071	0\$	0\$	\$15,565 \$41,506 \$57,071	\$965 \$2,573 \$3,538	\$226 \$602 \$828	\$1,191 \$3,175 \$4,366	\$436 \$453	\$2,178 \$3,171 \$5,349	888	\$163 \$436 \$599	\$0 \$	19,097 48,289 67,386
1100	8 4th & 5th Grade - Math/Science 0	1.00	Sullivan, Christian Pos #354	8/2/2018	%0	\$5,175 \$5,175	3 11 8	\$15,526 \$41,402 \$56,927	\$	\$0	\$15,526 \$41,402 \$56,927	\$963 \$2,567 \$3,529	\$225 \$600 \$825	\$1, 188 \$3, 167 \$4, 355	\$1,045 \$1,087	\$5,226 \$7,609 \$12,835	୫ ୫ ୫	\$163 \$435 \$598	28 28 08	22,102 52,612 74,715
1100	9 Kindergarten 0	1.00	Bast, Jenna Pos #107	8/1/2019	%0	\$5,468 \$5,468	8 8 11	\$16,405 \$43,748 \$60,153	\$	\$0	\$16,405 \$43,748 \$60,153	\$1,017 \$2,712 \$3,729	\$238 \$634 \$872	\$1,255 \$3,347 \$4,602	\$833 \$866	\$4,165 \$6,064 \$10,228	୫ ୫ ୫	\$172 \$459 \$632	38 80 80 80 80	21,997 53,617 75,615
1100	Early Kinder Teacher 0	0.00	Vacant - FILL if we offer Janu Pos #112	Jary ESK	%0	\$0 \$0	099	0\$ \$	S	0\$	\$ 0 \$ \$	\$0 \$0 \$0	\$ \$ §	୫ ୫ ୫	\$0 \$0	% % %	୫ ୫ ୫	୫ ୫ ୪	so	888
÷	0 2nd Grade - ELA/SS	1.00	Millacci, Alysha Pos #108	8/1/2019	75%	\$5,162 \$5,162	83	\$15,486 \$41,297			\$15,486 \$41,297	\$960 \$2,560	\$225 \$599	\$1,185 \$3,159	\$411 \$428	\$1,234 \$2,995	\$465 \$1,239	\$163 \$434	5 S	18,532
110	00					I	11	\$56,783	\$0	\$0	\$56,783	\$3,521	\$823	\$4,344		\$4,229	\$1,703	\$596	\$0 \$6	67,655

	Fortune School of Education Salary Budgets July 1 2021 - June 30 2022														4 00% So C	a	Ĩ	Hick	er Ed	
	11 1 202 1 - 0010 00' 202		ц	crease 3.00% Hire	% of Year Eligible for	Gross Monthly	Months/		Symposium	Subs for		FICA	Medi	Total	4.00% No C Medical	al a	4% 403b 0.	V/C W 0105 0.0	1 088 088	otal
2200/0000	Position	FTE		Date	403b	Cost	Hours Paid 262	Salary \$32	/ Other Adjustme. 2,383 \$0	I Sick Days \$3,120	Total Comp \$35,503	0.062 \$2,201	0.0145 \$515	Taxes Mk \$2,716	o. Premium Annu	al Cost \$4,490	Match 0. \$0	0105 0.0 \$373	\$0 \$0	S43.(
2200/0000	Custodian-Day (WLCP)	8.00	Luisa Morales Pos# 137	8/14/201	17 0%	\$16.8	8 89 3 173 262	\$12 \$25 \$35	2,020 3,366 5,386 \$0	\$3,120 \$3,120	\$12,020 \$26,486 \$38,506	\$745 \$1,642 \$2.387	\$174 \$384 \$558	\$920 \$2,026 \$2,946	\$436 \$453	\$2,178 \$3,171 \$5,349	888	\$126 \$278 \$404	8	\$15,2 \$31,9 \$47,2
2100/6500	Instructional Aide - SPED (WLCP) (supports K-5 SPED scholars)	8.00 (<mark>3.50)</mark> 0.50	Chaunte McIntosh Pos# 84	8/1/202	20 0%	\$15.4:	5 59 5 142 201	\$7 \$16 \$24	7,184 \$371 5,902 \$371 1,087 \$371	\$720 \$720	\$7,555 \$17,622 \$25,177	\$468 \$1,093 \$1,561	\$110 \$256 \$365	\$578 \$1,348 \$1,926	\$723 \$752	\$1,808 \$2,632 \$4,440	\$ \$ \$	\$79 \$185 \$264		\$10,0 \$21,7 \$31,8
2100/3010	Instructional Aide - RTI (WLCP/Title I)	8.00 (3.50) 0.50	Jackson, Dennis Pos# 86	10/17/201	19 0%	\$17.9	1 59 1 142 201	\${ \$15 \$27	8,327 \$430 9,591 \$430 7,919 \$430	\$720 \$720	\$8,757 \$20,311 \$29,068	\$543 \$1,259 \$1,802	\$127 \$295 \$421	\$670 \$1,554 \$2,224	\$723 \$752	\$1,808 \$2,632 \$4,440	\$ \$	\$92 \$213 \$305	\$	\$11,3 \$24,7 \$36,0
2100/3010	Instructional Aide - RTI (WLCP/Title I)	3.00	Fields, Raven Pos# 139	1/11/202	21 0%	\$15.4	5 56 5 139 195	<u>श्च क्ष</u>	2,596 \$371 5,443 \$371 7,038 \$371	\$360 \$360	\$2,966 \$6,803 \$9,769	\$184 \$422 \$606	\$43 \$99 \$142	\$227 \$520 \$747	\$0 \$	\$ \$ \$	\$ \$ \$	\$31 \$71 \$103	\$	\$3,2 \$7,3 \$10,6
2100/6512	Instructional Aide - Mental Heatth (1 FTE) (supports JT @ WLCP)	8.00 (3.50) 0.50	Dials, Taylor Pos# 272	10/26/202	20 0%	\$15.4	5 59 5 142 201	\$16 \$16 \$24	7,184 \$371 5,902 \$371 1,087 \$371	\$720 \$720	\$7,555 \$17,622 \$25,177	\$468 \$1,093 \$1,561	\$110 \$256 \$365	\$578 \$1,348 \$1,926	\$0 \$	888	\$ \$ \$	\$79 \$185 \$264	8	\$8,2 \$19,1 \$27,3
2100/3310	Instructional Aide - SPED (IDEA) (supports GW-2nd grade)	8.00 (<mark>3.50)</mark> 0.50	Shermaine Swafford Pos# 294	1/26/201	18 0%	\$18.2	7 59 7 142 201	\${ \$15 \$28	8,496 \$438 9,988 \$438 3,483 \$438	\$720 \$720	\$8,934 \$20,708 \$29,642	\$554 \$1,284 \$1,838	\$130 \$300 \$430	\$683 \$1,584 \$2,268	\$0 \$	8 8 8	\$0 \$0	\$94 \$217 \$311	8	\$9,7 \$22,5 \$32,2
2100/6500	Instructional Aide - Special Ed (WLCP) (supports K-5 SPED scholars)	5.50 (1.00) 0.00	Karen Barragan Pos# 138	9/14/201	15 0%	\$18.2	7 56 7 139 195	\$15 \$16 \$19	5,591 \$439 3,750 \$439 3,341 \$439	\$360 \$360	\$6,030 \$14,110 \$20,140	\$374 \$875 \$1,249	\$87 \$205 \$292	\$461 \$1,079 \$1,541	\$0 \$	80 80 80	\$0 \$0	\$63 \$148 \$211	\$0	\$6,5 \$15,3 \$21,8
2100/0000	Reading Akle (WLCP)	8.00 (<mark>3.50)</mark> 0.50	Ellis, Kay Pos# 140	8/1/202	20 0%	\$15.4	5 59 5 142 201	\$16 \$16 \$24	7,184 \$371 5,902 \$371 1,087 \$371	\$720 \$720	\$7,555 \$17,622 \$25,177	\$468 \$1,093 \$1,561	\$110 \$256 \$365	\$578 \$1,348 \$1,926	\$723 \$752	\$1,808 \$2,632 \$4,440	\$0 \$0	\$79 \$185 \$264	\$0	\$10,0 \$21,7 \$31,8
2100/0000	Yoga Instructor	4.20 0.00	Vanessa Morales Pos #349	8/26/201	19 0%	\$33.9	5 57 5 130 187	\$f \$15 \$26	8,127 3,536 3,663 \$0	\$0	\$8,127 \$18,536 \$26,663	\$504 \$1,149 \$1,653	\$118 \$269 \$387	\$622 \$1,418 \$2,040	\$0 \$	888	8 8 8	\$85 \$195 \$280	\$0	\$8,8 \$20,1 \$28,9
2100/0000	Yoga Lead Teacher	0.20	Goss Pos#347	8/21/201	19 0%	\$42.4	4 11 25 36		\$93 \$204 \$212 \$255 \$306 \$458	\$212	\$297 \$679 \$976	\$18 \$42 \$61	\$4 \$10 \$14	\$23 \$52 \$75	\$0 \$0	\$ \$ \$	\$ \$	\$3 \$7 \$10	\$0	\$3 \$7 \$1,0
2100/0000	Instructional Aide - Short Term Position (Fortune Reads - REWARDS))	0.00	END POSITION		%0	\$15.0) 50 50		\$0 \$0 \$0	0\$	\$0 \$0 \$0	0\$ \$0	0\$ 80	0\$ 80	\$0 \$0	888	8 8 8	\$ \$ \$	\$0	
2900	Behavior Technician (WLCP) 0	8.00	Dennie, Stephanie Pos# 147	1/6/202	20 0%	\$15.9	1 57 1 130 187	\$1 \$16 \$23	7,257 \$382 3,550 \$382 3,807 \$382	\$360 \$360	\$7,638 \$16,910 \$24,549	\$474 \$1,048 \$1,522	\$111 \$245 \$356	\$584 \$1,294 \$1,878	\$723 \$752	\$1,808 \$2,632 \$4,440	\$ \$	\$80 \$178 \$258	\$0	\$10,1 \$21,0 \$31,1
2900	Behavior Technician (WLCP) 0	7.50	Martha Salamanca Pos# 72	10/17/201	16 0%	\$17.3	9 57 9 130 187	\$: \$16 \$24	7,434 \$417 5,954 \$417 1,388 \$417	\$675	\$7,851 \$17,629 \$25,481	\$487 \$1,093 \$1,580	\$114 \$256 \$369	\$601 \$1,349 \$1,949	\$0 \$0	\$ \$ \$	\$ \$ \$	\$82 \$185 \$268	0\$	\$8,5 \$19,1 \$27,6
1100	1 4th & 5th Grade - ELWSS 0	1.00	Dorothina Shields Pos# 74	7/20/201	15 0%	\$5,27.	2 3 2 8 11	\$15 \$42 \$57	5,815 2,175 7,990 \$0	\$0	\$15,815 \$42,175 \$57,990	\$981 \$2,615 \$3,595	\$229 \$612 \$841	\$1,210 \$3,226 \$4,436	\$460 \$479	\$2,301 \$3,350 \$5,651	\$ \$ \$	\$166 \$443 \$609	\$0	\$19,4 \$49,1 \$68,6
2 1100/1400	2 1st Grade 0	1.00	Jessica Leary Pos# 127		0%	\$5,17 \$5,17	5 11 11 8 8 3	\$15 \$41 \$56	5,526 1,402 3,927 \$0	\$0	\$15,526 \$41,402 \$56,927	\$963 \$2,567 \$3,529	\$225 \$600 \$825	\$1,188 \$3,167 \$4,355	\$390 \$405	\$1,948 \$2,836 \$4,784	\$ \$	\$163 \$435 \$598	\$0	\$18,8 \$47,8 \$66,6
1100	3 2nd Grade - ELA/SS D	1.00	Pitman, Colleen Pos# 128	8/1/202	20 0%	\$5,05	1 3	\$15 \$40 \$55	5,154 2,411 5,565 \$0	\$0	\$15,154 \$40,411 \$55,565	\$940 \$2,505 \$3,445	\$220 \$586 \$806	\$1,159 \$3,091 \$4,251	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$159 \$424 \$583	\$0	\$20,0 \$49,1 \$69,2
4 1100/1400	4 3rd Grade - Math/Science 0	1.00	Katy Simpson Pos# 129	7/29/201	15 0%	\$5,27	2 3 2 8 11	\$1! \$42 \$57	5,815 2,175 7,990 \$0	\$0	\$15,815 \$42,175 \$57,990	\$981 \$2,615 \$3,595	\$229 \$612 \$841	\$1,210 \$3,226 \$4,436	\$1,476 \$1,535	\$7,381 \$10,747 \$18,128	\$ \$ \$	\$166 \$443 \$609	0\$	\$24,5 \$56,5 \$81,1
£ 1100/1400	5 1st Grade 0	1.00	Alexandria James Pos# 75	8/1/202	20 0%	\$5,14 \$5,14	9 9 11	\$15 \$41 \$56	5,447 1,192 3,639 \$0	\$0	\$15,447 \$41,192 \$56,639	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$382 \$397	\$1,911 \$2,782 \$4,693	\$ \$ \$	\$162 \$433 \$595	\$0	\$18,7 \$47,5 \$66,2
€ 1100/1400	6 4th & 5th Grade - Math/Science 0	1.00	Rachelle Ryness Pos# 130	7/30/201	15 0%	\$6,02	3 3 3 3 11 11 11 11 11 11 11 11 11 11 11	\$15 \$46 \$66	8,070 3,186 3,256 \$0	\$0	\$18,070 \$48,186 \$66,256	\$1,120 \$2,988 \$4,108	\$262 \$699 \$961	\$1,382 \$3,686 \$5,069	\$436 \$453	\$2,178 \$3,171 \$5,349	\$ \$ \$	\$190 \$506 \$696	\$0	\$21,8 \$55,5 \$77,3
1100	7 1st Grade D	1.00	Vacant Pos# 401	8/1/202	21 0%	\$4,93 \$4,93	3 3 3	\$14 \$35 \$54	4,799 9,464 1,263 \$0	\$0	\$14,799 \$39,464 \$54,263	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$1,132 \$3,019 \$4,151	\$700 \$728	\$3,500 \$5,096 \$8,596	\$ \$	\$155 \$414 \$570	\$0	\$19,5 \$47,9 \$67,5
ξ 100	8 Kindergarten	1.00	Regalia, Nicole Pos# 132	8/8/201	19 75%	\$5,05	1 8 3	\$15 \$40 \$40	5,154),411 5,665 ©00	Ş	\$15,154 \$40,411 \$55,565	\$940 \$2,505 \$3,445	\$220 \$586 \$806	\$1,159 \$3,091 \$4 251	\$833 \$866	\$4,163 \$6,061 \$10,224	\$455 \$1,212 \$1,67	\$159 \$424 \$583	Ģ	\$21,0 \$51,2 \$72.2
	9 Kindergarten	1.00	Cassandra Macias	8/1/202	20 0%	\$5,05	- -	\$15	5,154	3	\$15,154	\$940	\$220	\$1,159	\$723	\$3,616	80	\$159))	\$20,0

	Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022														4.00% So	Cal	Put	o Schl High	er Ed	
		L	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/	S, S,	mposium	Subs for		FICA	Medi	Total	4.00% No Medical	Cal	4% 403b 0	N/C V/C V	088 088 088	otal
110(0	1	Pos# 133	nate	0004	\$5,051	aus raid 8 11	\$40,411 \$55,565	0\$	\$0	\$40,411 \$55,565	\$2,505 \$3,445	\$586 \$806	\$3,091 \$4,251	\$752	\$5,265 \$8,881	\$0 \$0	\$424 \$583	\$ \$	549,192
1 1100/140(0 Kindergarten 0	1.00	Auriana Castleberry-Lane Pos# 134	8/16/2012	100%	\$5,175 \$5,175	8 11	\$15,526 \$41,402 \$56,927	\$0	\$0	\$15,526 \$41,402 \$56,927	\$963 \$2,567 \$3,529	\$225 \$600 \$825	\$1,188 \$3,167 \$4,355	\$1,371 \$1,426	\$6,855 \$9,981 \$16,835	\$621 \$1,656 \$2,277	\$163 \$435 \$598	\$ \$0 \$	24,352 56,640 80,992
1 110(1 3rd Grade - ELA/SS 0	1.00	Seth Lowe Pos# 402	8/1/2020	%0	\$5,580 \$5,580	3 11	\$16,740 \$44,641 \$61,381	\$0	0\$	\$16,740 \$44,641 \$61,381	\$1,038 \$2,768 \$3,806	\$243 \$647 \$890	\$1,281 \$3,415 \$4,696	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$176 \$469 \$644	\$ \$0 \$	521,812 553,789 575,601
1100	2 2nd Grade - Math/Science 0	1.00	Truong, Kileena Pos# 136	8/1/2020	%0	\$4,999 \$4,999	8 11 8	\$14,997 \$39,992 \$54,989	\$0	\$	\$14,997 \$39,992 \$54,989	\$930 \$2,479 \$3,409	\$217 \$580 \$797	\$1,147 \$3,059 \$4,207	\$871 \$906	\$4,353 \$6,339 \$10,692	\$0 \$0	\$157 \$420 \$577	\$0 \$0	\$20,655 \$49,810 \$70,465
1100	3 PE Teacher (WLCP) 0	1.00	Garcia, Rudy Pos# 49	8/1/2019	%0	\$5,162 \$5,162	8 1	\$15,486 \$41,297 \$56,783	\$0	ŝ	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$877 \$912	\$4,383 \$6,381 \$10,764	\$ % %	\$163 \$434 \$596	\$ 0\$	521,216 551,270 572,487
1100/6500	Education Specialist (WLCP)	1.00	Vue, Jim Pos# 63	8/1/2019	%0	\$5,091 \$5,091	3 11	\$15,272 \$40,727 \$55,999	\$0	\$	\$15,272 \$40,727 \$55,999	\$947 \$2,525 \$3,472	\$221 \$591 \$812	\$1,168 \$3,116 \$4,284	\$443 \$461	\$2,215 \$3,225 \$5,440	\$0 \$0	\$160 \$428 \$588	\$ \$0 \$	518,816 547,495 566,311
1 100/3010	Performing Arts Teacher (split funded)	6.00 0.50 66.60%	Morehouse, Paul Pos# 68	9/30/2019	%0	\$43.26 \$43.26	66 147 213	\$11,409 \$25,411 \$36,821	\$0	\$0	\$11,409 \$25,411 \$36,821	\$707 \$1,576 \$2,283	\$165 \$368 \$534	\$873 \$1,944 \$2,817	\$0	\$0 \$	\$0 \$0	\$120 \$267 \$387	\$ 6 6	512,402 527,622 540,024
1900	Parent Academy Presenters 0					\$75.00 \$75.00	- 0	\$0 \$0 \$	\$0	\$	80 80 80	\$0 \$0	0\$ \$0	\$0 \$0	\$0 \$	\$0 \$	\$0 \$0	0\$ \$0	\$0	80 80 80 80
290(Child Care for Parent Academies Child Care for Parent Workshops 0	1.00		1:0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$	\$119 \$0 \$119	\$7 \$0 \$7	\$2 \$0 \$2	\$ \$ \$	\$0	\$0 \$0	\$0 \$0	\$1 \$0 \$1	\$0	\$130 \$1 \$130
1 100/3010	Saturday Instructors	4.00		Per Sat		\$100.00 \$100.00	88	\$0 \$3,200 \$3,200	\$0	0\$	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	8 8	\$0 \$0	\$0 \$0	\$0 \$34 \$34	\$0	\$0 \$3,478 \$3,478
113(Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Spec/Intervention) 0	13.00		Daily rate		\$200 \$200	0 15 15	000'82\$ \$39,000 \$	\$0	80	\$0 \$39,000 \$39,000	\$0 \$2,418 \$2,418	\$0 \$566 \$566	\$0 \$2,984 \$2,984	\$0	\$0 \$0	\$0 \$0	\$0 \$410 \$410	\$ 0\$	\$0 542,393
	Subtotal Site Salaries for WLCP							\$1,396,417	\$4,581	\$12,526	\$1,413,524	\$87,638	\$20,496	\$108,135		\$202,103	\$12,057 \$	14,842	\$0 \$1,7	750,661
130(Ephraim Williams College Prep Principal - Middle School)	1.00	Joseph Gambino See WLCP Pos# 50		%0	8 8	4 8 5	\$0 \$0 \$0	\$	Ş	\$0 \$0 \$0	888	\$0 \$0 \$	& &	88	8 8 8	\$ \$ \$	\$0 \$0 \$0	\$0	5 5 5
1300	Assistant Principal - Middle School	1.00	Monisha Newbon Blake Pos #367	7/1/2020	100%	\$6,180 \$6,180	4 8 5	\$24,720 \$49,440 \$74,160	Ş	ŝ	\$24,720 \$49,440 \$74,160	\$1,533 \$3,065 \$4,598	\$358 \$717 \$1,075	\$1,891 \$3,782 \$5,673	\$1,423 \$1,479	\$7,113 \$10,356 \$17,469	\$989 \$1,978 \$2,966	\$260 \$519 \$779	\$0 \$1	34,972 866,075 101,047
130(Lead Science Teacher Stipend	1.00	Vacant			\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$	ŝ	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0	8 8 8	\$ % %	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300	PE Department Chair	1.00	Vacant			\$5,000 \$5,000	000	\$0 \$5,000 \$5,000	\$	8	\$0 \$5,000 \$5,000	\$0 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	\$0 \$0	8 8 8 8	8 8 8	\$0 \$53 \$53	\$0	\$6,435 \$5,435
2400	Office Manager (split funded) 0	8.00 33.40%	Venesha Rosseau Pos# 53	9/8/2015	100%	\$27.87 \$27.87	89 173 262	\$6,627 \$12,882 \$19,509	\$	\$	\$6,627 \$12,882 \$19,509	\$411 \$799 \$1,210	\$96 \$187 \$283	\$507 \$985 \$1,492	\$1,077 \$1,120	\$1,798 \$2,618 \$4,417	\$265 \$515 \$780	\$70 \$135 \$205	\$ 0\$	\$9,267 \$17,136 \$26,403
2400	School Secretary - EWCP 0	8.00 1.00	Collins, Robisha Pos# 56	7/1/2018	%0	\$18.22 \$18.22	89 173 262	\$12,970 \$25,211 \$38,180	\$0	\$0	\$12,970 \$25,211 \$38,180	\$804 \$1,563 \$2,367	\$188 \$366 \$554	\$992 \$1,929 \$2,921	\$827 \$860	\$4,134 \$6,019 \$10,153	\$0 \$0	\$136 \$265 \$401	\$0\$	518,232 533,423 551,655
2900/0000	Parent Liaison (split funded)	0.00 33.40%	Pos# 57 - Ended		%0	\$0.00 \$0.00	89 173 262	\$0 \$0 \$	\$0	\$	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0	80 S
2200/5310	Food Services Coordinator (split funded)	6.00 0.50 33.40%	Sandra Philips Pos# 59	8/16/2012	100%	\$17.91 \$17.91	60 143 203	\$2,153 \$5,132 \$7,285	\$144 \$144	\$180 \$180	\$2,297 \$5,312 \$7,609	\$142 \$329 \$472	\$33 \$77 \$110	\$176 \$406 \$582	\$989 \$1,028	\$826 \$1,202 \$2,028	\$92 \$212 \$304	\$24 \$56 \$80	\$0\$	\$3,414 \$7,189 \$10,603
2200/5320	Supper Coordinator (split funded)	2.00 0.50 33.40%	Sandra Philips Pos# 62	11/17/2014	100%	\$17.91 \$17.91	47 102 149	\$562 \$1,220 \$1,782	80	\$60 \$60	\$562 \$1,280 \$1,842	\$35 \$79 \$114	\$8 \$19 \$27	\$43 \$98 \$141	\$0 \$	8 8 8	\$22 \$51 \$74	\$6 \$13 \$19	\$0	\$634 \$1,443 \$2,076
2200/5310	Food Service Coordinator Aide (split funded)	4.00 0.00 33.40%	Vacant Pos# 100 End Furlough	8/1/2021	%0	\$15.45 \$15.45	54 127 181	\$1,115 \$2,621 \$3,736	\$124 \$124	\$120 \$120	\$1,238 \$2,742 \$3,980	\$77 \$170 \$247	\$18 \$40 \$58	\$95 \$210 \$304	\$0 \$	8 8 S	8 8 8 8	\$13 \$29 \$42	\$0	\$1,346 \$2,980 \$4,326

Level and

-1-

- 1--

	Fortune School of Education Salary Budgets																			
	July 1, 2021 - June 30, 2022		Increase	3.00% Hire E	% of Year Eligible for	Gross Monthly Mc	inths/	Sympos	sium Sut	bs for		FICA	Medi	Total	4.00% So Ci 4.00% No Ci Aedical	, , , , , , , , , , , , , , , , , , ,	Pub 4% V 403b 0.	Schi Highe V/C W/ 0105 0.00	C Ed	otal
2200/0000	Position Custodian-Day (EWCP) 3	8.00 1.00	Hayes, Everett Pos# 79	Uate 8/24/2020	403b 0%	Cost Hou \$15.45 \$15.45	173 89 173 262	\$11,000 \$11,000 \$21,383 \$32,383	\$0	\$3,120 \$3,120	(al Comp \$11,000 \$24,503 \$35,503	\$682 \$682 \$1,519 \$2,201	0.0145 \$160 \$355 \$515	\$842 \$842 \$1,874 \$2,716	Fremium Annu \$1,038 \$1,080	al Cost N \$5,190 \$7,557 \$12,747	Aatch 0. \$0 \$0 \$0	3105 0.00 \$116 \$257 \$373	998 887 988 988	osts \$17,148 \$34,191 \$51,339
2200/0000	Custodian-Bridge (EWCP)	4.00	Luke, Scotty Pos# 148	9/16/2020	%0	\$15.45 \$15.45	89 173 262	\$5,500 \$10,691 \$16,192	\$185 \$185	\$480 \$480	\$5,686 \$11,171 \$16,857	\$353 \$693 \$1,045	\$82 \$162 \$244	\$435 \$855 \$1,290	80 80	888	0\$ 0\$ \$0	\$60 \$117 \$177	\$ \$ \$	\$6,180 \$12,143 \$18,324
2200/0000	Custodian-Day (EWCP)	0.00	Possible new position		%0	15.00 15.00	89 173 262	\$0 \$0 \$	\$0	\$ 0\$	\$0 \$0 \$	8 8 8	0\$ \$0\$	8 8 8	\$700 \$728	\$ \$ \$	8 8 8 8	\$0 \$0 \$0	S	\$0 \$0
2100/6500	Instructional Aide - SPED (EWCP) (supports multiple students with SAI minutes)	8.00 (3.50) 0.50	Candace Collins Pos# 328	9/1/2015	%0	\$16.39 \$16.39	59 142 201	\$7,622 \$17,932 \$25,553	\$393 \$393	\$720 \$720	\$8,015 \$18,652 \$26,667	\$497 \$1,156 \$1,653	\$116 \$270 \$387	\$613 \$1,427 \$2,040	\$445 \$463	\$1,114 \$1,621 \$2,735	8 8 8 8	\$84 \$196 \$280	\$ 0\$	\$9,826 \$21,896 \$31,722
290	Behavior Technician - All Day (EWCP) 0	8.00 0.50	Ajayi, Malcolm Pos# 70	10/3/2016	%0	\$17.39 \$17.39	57 130 187	\$7,929 \$18,084 \$26,013	\$417 \$417	\$720 \$720	\$8,346 \$18,804 \$27,150	\$517 \$1,166 \$1,683	\$121 \$273 \$394	\$638 \$1,438 \$2,077	\$0 \$	\$ \$ \$	0\$ 0\$ 8	\$88 \$197 \$285	\$ 0\$	\$9,072 \$20,440 \$29,512
290	Behavior Technician - All Day (EWCP) 0	0.00	Vacant - DO NOT FILL		%0	\$15.45 \$15.45	57 130 187	0\$ \$0	0\$	\$0	\$0 \$0	0\$ \$	0\$ \$0	8 8 8 8	80 80	8 8 8 8	0\$ 0\$ \$	\$0 \$0 \$0	\$	\$0 \$0
290	Behavior Technician (EWCP) 0	8.00	Stephens II, Derrick Pos# 126	8/17/2016	%0	\$15.91 \$15.91	57 130 187	\$7,257 \$16,550 \$23,807	\$382 \$382	\$360 \$360	\$7,638 \$16,910 \$24,549	\$474 \$1,048 \$1,522	\$111 \$245 \$356	\$584 \$1,294 \$1,878	80 80	\$ \$ \$	0\$ 0\$ 8	\$80 \$178 \$258	\$ 0\$	\$8,303 \$18,381 \$26,684
	1 7th Grade - ELA/SS	1.00	Regacho, Joseph Pos# 47	8/1/2019	%0	\$5,162 \$5,162	8 8 1	\$15,486 \$41,297 \$56,783	\$0	\$	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$811 \$844	\$4,055 \$5,905 \$9,960	80 80 80 80	\$163 \$434 \$596	\$ 80%	\$20,889 \$50,794 \$71,683
110.	2 6th Grade - ELA/SS 0	1.00	Detttoff, Alyssa Pos# 48	8/1/2020	%0	\$5,149 \$5,149	3 8 11	\$15,447 \$41,192 \$56,639	\$0	\$0	\$15,447 \$41,192 \$56,639	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$162 \$433 \$595	\$ \$ \$0\$	\$20,407 \$50,040 \$70,447
110	3 8th Grade - ELA/SS 0	1.00	Muniz, Jacqueline Pos# 143	8/1/2020	%0	\$4,999 \$4,999	8 8 1	\$14,997 \$39,992 \$54,989	\$0	\$	\$14,997 \$39,992 \$54,989	\$930 \$2,479 \$3,409	\$217 \$580 \$797	\$1,147 \$3,059 \$4,207	\$723 \$752	\$3,616 \$5,265 \$8,881	% % %	\$157 \$420 \$577	\$ 805	\$19,917 \$48,736 \$68,653
1100/140	4 7th & 8th Grade - Math 0	1.00	Agan, Jason Pos# 144	8/1/2020	0	\$6,599 \$6,599	8 8 1	\$19,797 \$52,791 \$72,588	\$0	\$	\$19,797 \$52,791 \$72,588	\$1,227 \$3,273 \$4,500	\$287 \$765 \$1,053	\$1,514 \$4,039 \$5,553	\$723 \$752	\$3,616 \$5,265 \$8,881	% % %	\$208 \$554 \$762	\$ \$ 0\$	\$25,135 \$62,649 \$87,784
1100/140	5 7th & 8th Grade - Science 0	1.00	Wu, Yu Huan Pos# 145	8/1/2020	%0	\$6,389 \$6,389	8 1 8	\$19,167 \$51,111 \$70,278	\$0	\$	\$19,167 \$51,111 \$70,278	\$1,188 \$3,169 \$4,357	\$278 \$741 \$1,019	\$1,466 \$3,910 \$5,376	\$723 \$752	\$3,616 \$5,265 \$8,881	80 80 80 80	\$201 \$537 \$738	\$ \$ \$	\$24,450 \$60,823 \$85,273
	6 6th Grade - Matr/Science	1.00	Justine Kirksey Pos# 141	7/25/2016	100%	\$5,091 \$5,091	3 8 11	\$15,272 \$40,727 \$55,999	\$0	\$0	\$15,272 \$40,727 \$55,999	\$947 \$2,525 \$3,472	\$221 \$591 \$812	\$1,168 \$3,116 \$4,284	\$2,122 \$2,207	\$10,611 \$15,449 \$26,060	\$611 \$1,629 \$2,240	\$160 \$428 \$588	\$ \$ \$0\$	\$27,823 \$61,348 \$89,171
110.	Middle School Teacher- Music 0		Pos# 146 - Ended	9/1/2017	%0	80 80	3 8 11	80 80 80	\$0	\$0	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	0\$	\$0 \$0	\$0 \$	0\$ \$0	\$0	\$0 \$0
110	7 Middle School Teacher-Elective (Leadership) 0	0.25	Vacant Pos# 339	8/1/2020	%0	\$5,233 \$5,233	3 8 11	\$3,925 \$10,466 \$14,391	\$0	\$0	\$3,925 \$10,466 \$14,391	\$243 \$649 \$892	\$57 \$152 \$209	\$300 \$801 \$1,101	0\$	8 8 8	\$0 \$	\$41 \$110 \$151	\$ 0\$	\$4,266 \$11,377 \$15,643
110	8 PE Teacher (EWCP) 0	1.00	Reber, Justin Pos# 61	8/1/2020	100%	\$5,162 \$5,162	3 11	\$15,486 \$41,297 \$56,783	80	\$0	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$723 \$752	\$3,616 \$5,265 \$8,881	\$619 \$1,652 \$2,271	\$163 \$434 \$596	\$ \$ \$0\$	\$21,069 \$51,806 \$72,875
1100/6500	Education Specialist (EWCP)	0.50	Bingham, Sharon Pos# 66	8/1/2019	%0	\$5,379 \$5,379	3 11	\$8,068 \$21,515 \$29,584	\$0	\$0	\$8,068 \$21,515 \$29,584	\$500 \$1,334 \$1,834	\$117 \$312 \$429	\$617 \$1,646 \$2,263	\$1,351 \$1,405	\$3,378 \$4,918 \$8,297	\$0 \$0	\$85 \$226 \$311	\$0 \$0	\$12,148 \$28,306 \$40,454
1100/301(Performing Arts Teachers (split funded) 0	6.00 0.50 33.40%	Morehouse, Paul Pos# 68	9/30/2019	%0	\$43 \$43	66 147 213	\$5,722 \$12,744 \$18,466	\$0	\$0	\$5,722 \$12,744 \$18,466	\$355 \$790 \$1,145	\$83 \$185 \$268	\$438 \$975 \$1,413	0\$	\$ \$	\$0 \$	\$60 \$134 \$194	\$ 0\$	\$6,220 \$13,853 \$20,072
190	Parent Academy Presenters 0					\$75.00 \$75.00	+ 0	\$0 \$0 \$	\$0	0\$	\$0 \$0	\$ \$ \$	\$0 \$0 \$	\$ \$ \$	\$0 \$	\$ \$ \$	\$ \$ \$	\$0 \$0	\$0	\$0 \$0
290	Child Care for Parent Workshops Child Care for Parent Workshops 0	1.0	00	1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$	\$119 \$0 \$119	\$7 \$0 \$7	\$2 \$0 \$2	88 88 88	\$0 \$0	\$ \$ \$	0\$ 0\$ 8	\$1 \$1	\$0	\$130 \$0 \$130
1100/3010	Saturday Instructors	6.(00 ₽€	er Sat		\$100.00 \$100.00	12	\$0 \$7,200 \$7,200	80	0\$	\$0 \$7,200 \$7,200	\$0 \$446 \$446	\$0 \$104 \$104	\$0 \$551 \$551	\$0 \$	\$ \$ \$	8 8 8 8	\$0 \$76 \$76	80	\$0 \$7,826 \$7,826
	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Spec/Intervention)	7.7	25 Dé	aily rate		\$200 \$200	0 15	\$0 \$21,750			\$0 \$21,750	\$0 \$1,349	\$0 \$315	\$0 \$1,664	\$0 \$0	\$0 \$	\$0 \$	\$0 \$228	\$	\$0 \$23,642

	Fortune School of Education Salary Budgets																				
	July 1, 2021 - June 30, 2022		n	rease 3.	00% %	of Year	Gross) on the other	ů		0.450 Ere		< U I	Modi	inter F	4.00% So C 4.00% No C	Cal Cal	Pub 4% V 40%	Schi High V/C W	er Ed /C	10
113	Position 30	FTE			Date	403b	Cost	fours Paid	Salary Othe \$21,750	sr Adjustmei \$0	Sick Days	Total Comp \$21,750	0.062 \$1,349	0.0145 \$315	Taxes Mo. \$1,664	Premium Annu	ual Cost 1 \$0	Match 0.	\$228 0.0	880	osts \$23,642
	Subtotal Site Salaries for EWCP								\$790,818	\$1,645	\$5,761	\$798,224	\$49,490	\$11,574	\$61,064		\$138,267	\$8,636	\$8,381	\$0 \$1,0	014,573
	Alan Rowe College Prep Principal	1.00	Bryant Pos# 71	2	7/1/2018	100%	\$7,285 \$7,285	4 8	\$58,279 \$58,279			\$29,139 \$58,279	\$1,807 \$3,613	\$423 \$845	\$2,229 \$4,458	\$2,266 \$2,357	\$11,331 \$16,497	\$800 \$1,600	\$306 \$612	0, 0,	\$43,805 \$81,447
13(00 Co-Principal	1.00	Pos# 299 - Ended			%0	80	4 12	\$87,418 \$0	80	\$0	\$87,418 \$0	\$5,420 \$0	\$1,268 \$0	\$6,687 \$0	0\$	\$27,828 \$0	\$2,400 \$0	\$918 \$0	\$ 0\$	125,252 \$0
130	00						\$0	8	\$0 \$0	\$0	\$0	\$0 \$0	\$0 \$	\$0 \$	\$0 \$	\$0	\$ \$	\$0 \$	\$0	\$0	\$0
	Science Lead Teacher Stipend	1.00		1	7/1/2016		\$1,650 \$1,650	00	\$0 \$1,650			\$0 \$1,650	\$0 \$102	\$0 \$24	\$0 \$126	% %	S S	8 8 8	\$0 \$17		\$0 \$1.794
130	00							0	\$1,650	\$0	\$0	\$1,650	\$102	\$24	\$126	\$	\$0	\$	\$17	\$0	\$1,794
	Math Lead Teacher Stipend	1.00			7/1/2016		\$1,650 \$1,650	0 0	\$0 \$1,650	:	-	\$0 \$1,650	\$0 \$102	\$0 \$24	\$0 \$126	8 8	S S	8 8	\$0 \$17	:	\$0 \$1,794
13(00							0	\$1,650	\$0	\$0	\$1,650	\$102	\$24	\$126		\$0	\$0	\$17	\$0	\$1,794
130	Lead Teacher Stipend 00	1.00			7/1/2016		\$1,650 \$1,650	0 0 0	\$0 \$1,650 \$1,650	\$0	\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	80	୫ ୫ ୫	୫ ୫ ୫	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300/301	Saturday School Coordinator 0	0.00	Possible Future Position				\$0 \$	000	\$0 \$0 \$	\$0	\$0	888	% %	0\$ \$0	\$0 \$	S S	S S S	0\$ 0\$	0\$ \$0	\$0	\$0 \$0
240	Office Manager X0	8.00 1.00	Flemons, Patrice Pos# 73	12	19/2016	%0	\$24.10 \$24.10	89 173 262	\$17,161 \$33,357 \$50,518	\$0	0\$	\$17,161 \$33,357 \$50,518	\$1,064 \$2,068 \$3,132	\$249 \$484 \$733	\$1,313 \$2,552 \$3,865	\$943 \$981	\$4,716 \$6,866 \$11,582	8 8 8	\$180 \$350 \$530	0\$ 0\$	\$23,369 \$43,125 \$66,495
240	School Secretary	8.00	Watts-Andrews, Parlisha Pos# 76	7	18/2016	%0	\$18.22 \$18.22	89 173 262	\$12,970 \$25,211 \$38,180	\$0	\$	\$12,970 \$25,211 \$38,180	\$804 \$1,563 \$2,367	\$188 \$366 \$554	\$992 \$1,929 \$2,921	\$2,109 \$2,193	\$10,544 \$15,351 \$25,895	8 8 8	\$136 \$265 \$401	000	\$24,642 \$42,755 \$67,397
290	Parent Liaison 30	5.00	Evelyn Hernandez Pos# 77		9/9/2013	%0	\$23.65 \$23.65	89 173 262	\$10,523 \$20,455 \$30,978	\$213 \$213	\$	\$10,736 \$20,455 \$31,191	\$666 \$1,268 \$1,934	\$156 \$297 \$452	\$821 \$1,565 \$2,386	80 80	8 8 8	8 8 8	\$113 \$215 \$328	000	\$11,670 \$22,235 \$33,905
2200/531	Food Services Coordinator	6.00	Evelyn Mellin Pos# 78	4	24/2017	%0	\$16.39 \$16.39	60 143 203	\$5,901 \$14,063 \$19,964	\$393 \$393	\$540 \$540	\$6,294 \$14,603 \$20,898	\$390 \$905 \$1,296	\$91 \$212 \$303	\$481 \$1,117 \$1,599	\$ \$	8 8	8 8 8	\$66 \$153 \$219	\$	\$6,842 \$15,874 \$22,716
2200/532	Supper Coordinator	2.00	Evelyn Mellin Pos# 80	4	24/2017	%0	\$16.39 \$16.39	47 102 149	\$1,541 \$3,344 \$4,884	\$0	\$180 \$180	\$1,541 \$3,524 \$5,064	\$96 \$218 \$314	\$22 \$51 \$73	\$118 \$270 \$387	80 80	8 8 8	8 8 8	\$16 \$37 \$53	\$0	\$1,675 \$3,830 \$5,505
2200/531	Food Service Coordinator Aide	2.50	Vacant Pos# 303 End Furlough	~	3/1/2021	%0	\$16.39 \$16.39	54 127 181	\$2,213 \$5,204 \$7,417	\$393 \$393	\$360 \$360	\$2,606 \$5,564 \$8,170	\$162 \$345 \$507	\$38 \$81 \$118	\$199 \$426 \$625	S S	\$ \$ \$	8 8 8	\$27 \$58 \$86	\$0	\$2,833 \$6,048 \$8,881
2200/000	Custodian - Day 0	8.00	Lavine, Ryan Pos# 82	0	9/8/2015	%0	\$17.91 \$17.91	89 173 262	\$12,752 \$24,789 \$37,541	\$0	\$3,120 \$3,120	\$12,752 \$27,909 \$40,661	\$791 \$1,730 \$2,521	\$185 \$405 \$590	\$976 \$2,135 \$3,111	\$ \$	80 80 80	8 8 8 8	\$134 \$293 \$427	\$	\$13,862 \$30,337 \$44,199
2200/000	Custodian - Night O	8.00 1.00	De Corona, Claudia Pos# 149		7/1/2017	%0	\$16.88 \$16.88	89 173 262	\$12,020 \$23,366 \$35,386	\$0	\$3,120 \$3,120	\$12,020 \$26,486 \$38,506	\$745 \$1,642 \$2,387	\$174 \$384 \$558	\$920 \$2,026 \$2,946	\$848 \$882	\$4,240 \$6,173 \$10,413	% % %	\$126 \$278 \$404	\$000	\$17,306 \$34,963 \$52,269
2200/000	Custodian - Bridge 0	4.00 0.00	Johnson, Nathan Pos# 150	10/	21/2020	%0	\$15.45 \$15.45	89 173 262	\$5,500 \$10,691 \$16,192	\$185 \$185	\$480 \$480	\$5,686 \$11,171 \$16,857	\$353 \$693 \$1,045	\$82 \$162 \$244	\$435 \$855 \$1,290	80 80	888	888	\$60 \$117 \$177	0\$	\$6,180 \$12,143 \$18,324
2100/651.	Instructional Aide - Mental Health (supporting Jaelah W) 2	8.00 (3.50) 0.50	Mcrae, Nicole Pos# 83	10/	27/2016	%0	\$17.39 \$17.39	59 142 201	\$8,085 \$19,023 \$27,108	\$417 \$417	\$720 \$720	\$8,503 \$19,743 \$28,245	\$527 \$1,224 \$1,751	\$123 \$286 \$410	\$650 \$1,510 \$2,161	88	8 8	8 8 8	\$89 \$207 \$297	\$ 0\$	\$9,243 \$21,460 \$30,703
2100/651.	Instructional Aide - Mental Health (supporting Jaelaura W) 2	8.00 (<mark>3.50)</mark> 0.50	Turner, Josef Pos# 280	0	9/1/2015	%0	\$17.91 \$17.91	59 142 201	\$8,328 \$19,593 \$27,921	\$430 \$430	\$720 \$720	\$8,758 \$20,313 \$29,071	\$543 \$1,259 \$1,802	\$127 \$295 \$422	\$670 \$1,554 \$2,224	\$0	\$ \$ \$	% %	\$92 \$213 \$305	\$0\$	\$9,520 \$22,081 \$31,600
2100/651.	Instructional Aide - Mental Health (supporting multiple students 3rd grade) 2	7.60 (<mark>3.50)</mark> 0.50	Mosquedo, Alejandra Pos# 355	10/	15/2020	%0	\$15.45 \$15.45	59 142 201	\$6,820 \$16,025 \$22,844	\$371	\$684 \$684	\$7,190 \$16,709 \$23,899	\$446 \$1,036 \$1,482	\$104 \$242 \$347	\$550 \$1,278 \$1,828	0\$ \$	05 05 05	S S S	\$75 \$175 \$251	\$0	\$7,816 \$18,162 \$25,978
2100/651.	Instructional Aide - Mental Health (supporting Multiple including Z Gates) 2	7.60 (<mark>3.50)</mark> 0.50	Jordan, Kailea Pos# 407	12/	16/2020	%0	\$15.45 \$15.45	59 128 187	\$6,820 \$14,381 \$21,200	\$371	\$684 \$684	\$7,190 \$15,065 \$22,255	\$446 \$934 \$1,380	\$104 \$218 \$323	\$550 \$1,152 \$1,703	\$723 \$752	\$1,808 \$2,632 \$4,440	0% 0%	\$75 \$158 \$234	\$ 0\$	\$9,624 519,008 \$28,632
2100/651.	Instructional Aide - Mental Health (supporting multiple students 5th grade) 2	7.60 (<mark>3.50)</mark> 0.50	Hoff, Kyle Pos# 356	11/	12/2019	%0	\$15.91 \$15.91	59 128 187	\$7,024 \$14,812 \$21,837	\$382 \$382	\$684 \$684	\$7,406 \$15,496 \$22,902	\$459 \$961 \$1,420	\$107 \$225 \$332	\$567 \$1,185 \$1,752	\$424 \$441	\$1,059 \$1,542 \$2,601	8 8 8	\$78 \$163 \$240	\$ 0\$	\$9,110 518,386 \$27,496

Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022		Increase	3 00%	% of Year	Gross									4.00% So Cal 4.00% No Cal		the second s	Schi Higher /C W/G	B	
Position	FTE		Hire E Date	Eligible for 403b	Monthly M Cost Hou	onths/ rrs Paid	Sym Salary Other ₽	Adjustmen Sic	ubs for ±k Days T	otal Comp	FICA 0.062	Medi 9.0145	Total I Taxes Mo.	Medical Premium Annual	I Cost Ma	03b 0.0 atch 0.0	105 0.00	38 Total 38 Costs	ts al
Instructional Aide - RTI (Title I) 2100/3010	5.50 (1.00) 0.00	Vacant Pos# 85		%0	\$15.45 \$15.45	56 139 195	\$4,728 \$11,626 \$16,354	\$371	\$360 \$360	\$5,099 \$11,986 \$17,085	\$316 \$743 \$1,059	\$74 \$174 \$248	\$390 \$917 \$1,307	\$	8 8 8	80 80 80	\$54 \$126 \$179	\$5, \$13,0 \$0 \$18,	5,542 1,029 3,571
Reading Aide 2100	5.00 (0.50) 0.00	Vacant Pos# 89		%0	\$15.45 \$15.45	56 139 195	\$4,311 \$10,645 \$14,956	\$371	\$360 \$360	\$4,681 \$11,005 \$15,686	\$290 \$682 \$973	\$68 \$160 \$227	\$358 \$842 \$1,200	S S	808	\$0 \$0	\$49 \$116 \$165	\$5, \$11, \$0 \$17,	5,089 1,962 7,051
Yoga Lead Teacher 2100/0000	0.20	Goss Pos #347	8/21/2019	%0	\$42.44 \$42.44	11 25 36	\$93 \$212 \$306	\$204 \$255 \$458	\$212 \$212	\$297 \$679 \$976	\$18 \$42 \$61	\$4 \$10 \$14	\$23 \$52 \$75	88 GS	ଟ ଓ ଓ	\$0 \$0	\$3 \$7 \$10	\$ \$0 \$1;	\$323 \$738 1,061
Behavior Technician 2900	5.50	Vacant Pos# 91		%0	\$15.45 \$15.45	54 127 181	\$4,589 \$10,792 \$15,380	\$371 \$371	\$360 \$360	\$4,959 \$11,152 \$16,111	\$307 \$691 \$999	\$72 \$162 \$234	\$379 \$853 \$1,233	SS SS	808	\$0 \$0	\$52 \$117 \$169	\$5, \$12, \$0 \$17,	5,391 2,122 7,513
Behavior Technician 2900	5.50	Regina Ethley Pos# 155	11/10/2020	%0	\$16.39 \$16.39	54 127 181	\$4,868 \$11,449 \$16,317	\$393 \$393	\$360 \$360	\$5,261 \$11,809 \$17,071	\$326 \$732 \$1,058	\$76 \$171 \$248	\$403 \$903 \$1,306	\$0 \$	୫ ୫ ୫	\$0 \$0	\$55 \$124 \$179	\$5, \$12, \$0 \$18,	5,719 2,836 8,556
Behavior Technician 2900	7.50	Cain, Daniel Pos# 156	7/1/2016	%0	\$17.91 \$17.91	57 130 187	\$7,655 \$17,459 \$25,114	\$430 \$430	\$675 \$675	\$8,085 \$18,134 \$26,219	\$501 \$1,124 \$1,626	\$117 \$263 \$380	\$618 \$1,387 \$2,006	\$441 \$458	\$1,101 \$1,603 \$2,705	\$0 \$0	\$85 \$190 \$275	\$9, \$21, \$0 \$31,	9,890 1,315 1,205
1 3rd Grade - ELA/SS 1100	1.00	Alvarez, Natalie Pos# 157	8/1/2020	%0	\$4,999 \$4,999	3 11	\$14,997 \$39,992 \$54,989	\$0	\$0	\$14,997 \$39,992 \$54,989	\$930 \$2,479 \$3,409	\$217 \$580 \$797	\$1,147 \$3,059 \$4,207	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$157 \$420 \$577	\$19, \$48, \$0 \$68,	9,917 8,736 8,653
2 Kindergarten 1100/1400	1.00	Miramontes, Jesus Pos# 158	8/1/2019	%0	\$5,188 \$5,188	3 11 8	\$15,565 \$41,506 \$57,071		\$0	\$15,565 \$41,506 \$57,071	\$965 \$2,573 \$3,538	\$226 \$602 \$828	\$1,191 \$3,175 \$4,366	\$1,180 \$1,227 \$	\$5,901 \$8,592 \$14,494	\$0 \$0 \$	\$163 \$436 \$599	\$53, \$53, \$0 \$76,	2,820 3,710 6,530
3 3rd Grade - Math/Science 1100/1400	1.00	McNally, Caitlin Pos# 160	8/1/2020	%0	\$5,162 \$5,162	8 11	\$15,486 \$41,297 \$56,783	\$0	\$0	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0 \$0	\$163 \$434 \$596	\$50, \$50, \$70,	0,449 0,154 0,604
4 4th Grade - Self contained 1100/1400	1.00	Stafford, Jazzlyn Pos# 164	8/1/2020	%0	\$5,038 \$5,038	3 11	\$15,115 \$40,306 \$55,421	\$	\$0	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$1,156 \$3,083 \$4,240	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$159 \$423 \$582	\$20, \$49, \$0 \$69,	0,046 9,078 9,123
5 Kindergarten 1100/1400	1.00	Crosson, Chelsey Pos# 92	8/1/2020	%0	\$5,051 \$5,051	3 11	\$15,154 \$40,411 \$55,565	\$	\$	\$15,154 \$40,411 \$55,565	\$940 \$2,505 \$3,445	\$220 \$586 \$806	\$1,159 \$3,091 \$4,251	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$159 \$424 \$583	\$20, \$49, \$0 \$69,	0,088 9,192 9,280
6 Kindergarten 1100/1400	1.00	Brewer, Lillibeth Pos# 93	8/3/2016	100%	\$6,617 \$6,617	8 1	\$19,851 \$52,935 \$72,786	0\$	\$	\$19,851 \$52,935 \$72,786	\$1,231 \$3,282 \$4,513	\$288 \$768 \$1,055	\$1,519 \$4,050 \$5,568	\$2,384 \$	\$11,919 \$17,354 \$ \$29,273 \$	\$794 \$2,117 \$2,911	\$208 \$556 \$764	\$34, \$77, \$0 \$111,	4,291 7,012 1,302
7 5th Grade - ELA/SS 1100	1.00	Crouse, Matthew Pos# 161	10/21/2016	%0	\$5,012 \$5,012	3 11	\$15,036 \$40,097 \$55,133	\$0	\$0	\$15,036 \$40,097 \$55,133	\$932 \$2,486 \$3,418	\$218 \$581 \$799	\$1,150 \$3,067 \$4,218	\$0 \$0	୫ ୫	\$0 \$0	\$158 \$421 \$579	\$16, \$43, \$60, \$59,	6,344 3,585 9,929
8 fst Grade 1100	1.00	Springer, Nicholas Pos# 162	8/1/2019	%0	\$5,162 \$5,162	3 11 8	\$15,486 \$41,297 \$56,783	\$0	0\$	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$402 \$418	\$2,008 \$2,923 \$4,931	\$0 \$0	\$163 \$434 \$596	\$18, \$47, \$0, \$66,	8,841 7,813 6,654
9 1st Grade 1100	1.00	Hunter (Harrison), Jade Pos# 163	8/1/2020	%0	\$5,038 \$5,038	8 1	\$15,115 \$40,306 \$55,421	\$	0\$	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$1,156 \$3,083 \$4,240	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$159 \$423 \$582	\$20, \$49, \$69,	0,046 9,078 9,123
10 2nd Grade - Math/Science 1100	1.00	Romero, Melanie Pos# 166	8/13/2018	%0	\$5,091 \$5,091	8 11 8	\$15,272 \$40,727 \$55,999	\$0	\$	\$15,272 \$40,727 \$55,999	\$947 \$2,525 \$3,472	\$221 \$591 \$812	\$1,168 \$3,116 \$4,284	\$881 \$917 \$	\$4,407 \$6,417 \$10,824	\$0 \$0	\$160 \$428 \$588	\$21, \$50, \$71,	1,008 0,687 1,695
11 5th Grade - Math/Science 1100	1.00	Wílliams, Shunta Pos# 403	8/1/2014	100%	\$7,158 \$7,158	3 11	\$21,475 \$57,267 \$78,742	\$0	\$0	\$21,475 \$57,267 \$78,742	\$1,331 \$3,551 \$4,882	\$311 \$830 \$1,142	\$1,643 \$4,381 \$6,024	\$1,916 \$1,992 \$	\$9,578 \$13,945 \$ \$23,523 \$	\$859 \$2,291 \$3,150	\$225 \$601 \$827	\$33, \$78, \$0 \$112,	3,780 8,485 2,265
K-5 Teacher 1100/1400	0.00	Vacant - DO NOT FILL		%0	\$5,081 \$5,081	3 11 8	0\$ \$0	\$	\$	80 80 80	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$723 \$752	୫ ୫ ୫	\$0 \$0	80 80 80 80	\$0	\$ \$ \$
12 2nd Grade - ELA/SS 1100	1.00	Layton, Sandra Pos# 168	8/3/2016	100%	\$6,815 \$6,815	3 11	\$20,446 \$54,523 \$74,970	\$0	\$	\$20,446 \$54,523 \$74,970	\$1,268 \$3,380 \$4,648	\$296 \$791 \$1,087	\$1,564 \$4,171 \$5,735	\$886 \$922 \$	\$4,432 \$6,453 \$10,884	\$818 \$2,181 \$2,999	\$215 \$572 \$787	\$27, \$67, \$0 \$95,	7,475 7,900 5,375
Leadership Teacher 1100	0.00	Pos# 340-Moved to FMS		%0	\$5,233 \$5,233	e 8	0\$ \$0	\$0	80	0 0 0 8 8 0 8	\$0 \$0 \$0	0\$ \$0 \$	8 8 S	\$0 \$	ତ ତ	80 % 80 %	୫ ୫ ୫	\$0	8 8 8 8
13 PE Teacher 1100	1.00	Hong, Bunlong Pos# 95	8/1/2019	%0	\$5,162 \$5,162	3 11 8 3	\$15,486 \$41,297 \$56,783	\$	S ^S	\$15,486 \$41,297 \$56,783	\$960 \$2,560 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$1,124 \$1,169 \$	\$5,622 \$8,186 \$13,808	\$ 0\$	\$163 \$434 \$596	\$22, \$53, \$75,	2,456 3,075 5,531
Education Specialist 1100/6500	1.00	Vacant Pos# 96	12/1/2020	100%	\$4,933 \$4,933	8 1	\$14,799 \$39,464 \$54,263	\$	\$	\$14,799 \$39,464 \$54,263	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$1,132 \$3,019 \$4,151	\$119 \$124	\$595 \$866 \$ \$1,461 \$	\$592 \$1,579 \$2,171	\$155 \$414 \$570	\$17, \$45, \$0 \$62,	7,273 5,342 2,615

Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022			Increase 3	* 000	6 of Year	Gross									4.00% So (4.00% No (Cal Cal	4% PL	b Schi Hig W/C V	her Ed N/C				
Position	FTE			Hire E Date	Eligible for 403b	Monthly Cost F	Months/ lours Paid	5 Salary Oth	Symposium er Adjustmei	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes 1	Medical Mo. Premium Ann	tual Cost	403b (Match (.0105 0.	0088 0088	Total Costs			
Performing Arts Dept. Chair Stipend	0.00	Vacant		7/1/2016	, %00.0	\$1,650 \$1,650	0 0	\$0 \$			\$ \$	0\$ \$	\$0 \$	\$ \$	\$\$ \$\$	\$0\$	\$0 \$	\$0 \$0		\$0 \$0			
1300/3010 Performing Arts Teachers (Title I)	4.00	Radu, Daniel		8/1/2020	0.00%	\$32.27	0 99	\$0 \$8,519	80	\$0	\$0 \$8,519	\$0 \$528	\$0 \$124	\$0 \$652	0\$	8 8 8	8 8	\$0 \$89	80	\$0 \$9,260			
1100/3010		Pos# 97				\$32.27	147 213	\$18,975 \$27,494	\$0	\$0	\$18,975 \$27,494	\$1,176 \$1,705	\$275 \$399	\$1,452 \$2,103	\$0	808	88	\$199 \$289	\$0	\$29,886			
Parent Academy Presenters 1900	0.0	0				\$75.00 \$75.00	10	0\$ \$0\$	0\$	\$0	80 80 80	80 80 80	0\$ \$0	\$ \$ \$	\$ \$	8 8 8	8 8 8	\$0 \$0 \$0	\$0	0\$ 0\$			
Child Care for Parent Academies Child Care for Parent Workshops 2900	1.0.	0		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	0\$	\$119 \$0 \$119	\$7 \$0	\$2 \$0 \$2	6\$ \$0	0\$ \$\$	888	80 80	\$1 \$0 \$1	0\$	\$130 \$0 \$130			
Saturday Instructors 1100/3010	4.0	0	Per	Sat		\$100.00 \$100.00	88	\$0 \$3,200 \$3,200	\$0	0\$	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	8 8	S S S	\$0 \$0	\$0 \$34 \$34	0\$	\$0 \$3,478 \$3,478			
Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist) 1130	13.0	0	Daily	/ rate		\$200 \$200	15 15	\$00 \$39,000 \$39,000	0\$	\$0	\$39,000 \$39,000	\$0 \$2,418 \$2,418	\$0 \$566 \$566	\$0 \$2,984 \$2,984	0\$ 0\$	888	\$ \$	\$0 \$410 \$410	0\$	\$0 \$42,393 \$42,393			
Subtotal Site Salaries for ARCP								\$1,453,288	\$5,550	\$13,619	\$1,472,457	\$91,292	\$21,351	\$112,643		\$239,063	\$13,630	\$15,461	\$0 \$1	I,853,254			
Hazel Mahone College Prep Principal 1300	1.00	Vacant Pos# 98		8/1/2021	%0	\$6,867 \$6,867	4 8 2	\$27,467 \$54,933 \$82,400	8	8	\$27,467 \$54,933 \$82,400	\$1,703 \$3,406 \$5,109	\$398 \$797 \$1.195	\$2,101 \$4,202 \$6.304	\$700 \$728	\$3,500 \$5,096 \$8,596	\$0 \$0	\$288 \$577 \$865	ŝ	\$33,356 \$64,808 \$98,165			
Dean of Students/Behavior Analyst	0.00	Possible Future Positi	ion		%0	\$0 \$0	i 4 0	0\$ \$0	:	:	00 8	0\$	0\$ \$	0\$ \$	8 8	0\$ \$	\$ 0\$ \$	\$0 \$0	:	\$0 \$			
1300 Lead Teacher K-2 Stipend	1.00	Vacant		7/1/2016		\$1,650	0 12	\$0 \$1,650	\$0	\$0	\$0 \$1,650	\$0 \$102	\$0 \$24	\$0 \$126	0\$	\$0	\$0 \$0	\$0 \$17	\$0	\$0 \$1,794			
1300						\$1,650	00	\$0 \$1,650	\$0	\$0	\$0 \$1,650	\$0 \$102	\$0 \$24	\$0 \$126	\$0	\$0\$	88	\$0 \$17	\$0	\$0 \$1,794			
Lead Teacher 3-5 Stipend 1300	1.00	Vacant		7/1/2016		\$1,650 \$1,650	000	\$1,650 \$0 \$1,650	09	09	\$1,650 \$0 \$1,650	\$102 \$0 \$102	\$24 \$0 \$24	\$126 \$0 \$126	8 8	09 09 09 09	8 8 8 8	\$17 \$0 \$17	S	\$1,794 \$0 \$1.794			
Lead Science Teacher Stipend	1.00	Vacant		7/1/2016		\$1,650 \$1,650	000	\$1,650 \$0 \$0	6	6	\$1,650 \$0 \$1	\$102 \$0	\$24 \$0	\$126 \$0	0\$ \$	\$ \$ \$	\$ \$\$	\$17 \$0	G	\$1,794 \$0 \$0			
Saturday School Coordinator	0.00	Possible Future Positi	ion			\$25 \$25	ο 4 ∞ ξ	0 0 8 0 8	9	<u></u>	08	201 \$ \$ \$	\$0 \$0 \$0	05 05 05	0\$ \$0	\$ \$ \$ \$	\$ \$ \$ \$	0\$	<u>,</u>	\$0 \$0 \$0 \$0			
Office Manager	8.00 1.00	Amold, Gina Pos# 99	2	7/20/2015	100%	\$21.43 \$21.43	173 173	\$15,261 \$29,665 \$10,005			\$15,261 \$29,665 \$44,000	\$946 \$1,839 \$1,839	\$221 \$430	\$1,167 \$2,269	\$1,818 \$1,891	\$9,090 \$13,236	\$610 \$1,187	\$160 \$311	6	\$26,290 \$46,668 \$46,668			
z400 School Secretary 2400	8.00	Rangel, Carla Pos# 170	1	1/12/2019	100%	\$17.17 \$17.17	202 89 173 262	\$44,920 \$12,225 \$23,763 \$35,989	0.00	\$ \$	\$12,225 \$12,225 \$23,763 \$35,989	\$758 \$758 \$1,473 \$2,231	\$177 \$177 \$345 \$522	\$3,437 \$935 \$1,818 \$2,753	\$424 \$441	\$2,118 \$2,118 \$3,084 \$5,203	\$1,797 \$489 \$951 \$1,440	\$47.2 \$128 \$250 \$378	\$ \$	\$15,896 \$15,896 \$29,866 \$45,762			
Parent Llaison (825 FTE) 2900	5.00	Degrate, Michelle Pos# 171	~	11/4/2019	%0	\$15.91 \$15.91	89 173 262	\$7,082 \$13,765 \$20,847	\$143 \$143	80	\$7,225 \$13,765 \$20,990	\$448 \$853 \$1,301	\$105 \$200 \$304	\$553 \$1,053 \$1,606	8 8	& & &	\$ \$	\$76 \$145 \$220	\$0	\$7,853 \$14,963 \$22,816			
Food Services Coordinator 2200/5310	6.00	Elder, Nisha Pos# 172	w	3/20/2018	100%	\$17.00 \$17.00	60 143 203	\$6,118 \$14,582 \$20,700	\$408 \$408	\$540 \$540	\$6,526 \$15,122 \$21,648	\$405 \$938 \$1,342	\$95 \$219 \$314	\$499 \$1,157 \$1,656	8 8 8	08 08 08	\$261 \$605 \$866	\$69 \$159 \$227	0\$	\$7,355 \$17,042 \$24,397			
Supper Coordinator 2200/5320	2.00	Elder, Nisha Pos# 173	w	3/20/2018	100%	\$17.00 \$17.00	47 102 149	\$1,598 \$3,467 \$5,065	80	\$180 \$180	\$1,598 \$3,647 \$5.245	\$99 \$226 \$325	\$53 \$76	\$122 \$279 \$401	\$0 \$0	\$ \$ \$	\$64 \$146 \$210	\$17 \$38 \$55	S	\$1,800 \$4,110 \$5,911			
Food Service Coordinator Aide 2200/5310	3.00	Vacant Pos# 305 End Furlough		8/1/2021	%0	\$15.45 \$15.45	54 127 181	\$2,503 \$5,886 \$8,389	\$371	\$360 \$360	\$2,874 \$6,246 \$9,120	\$178 \$387 \$565	\$42 \$91 \$132	\$220 \$478 \$698	0\$ 0\$	888	8 8 8	\$30 \$66 \$96	S	\$3,124 \$6,790 \$9,914			
Custodian - Day 2200/0000	8.00 1.00	Quintanilla, Franklin Pos# 174	ŵ	3/12/2105	100%	\$16.39 \$16.39	89 173 262	\$11,670 \$22,685 \$34,355	80	\$3,120 \$3.120	\$11,670 \$25,805 \$37,475	\$724 \$1,600 \$2.323	\$169 \$374 \$543	\$893 \$1,974 \$2.867	\$424 \$441	\$2,118 \$3,084 \$5,203	\$467 \$1,032 \$1,499	\$123 \$271 \$393	08	\$15,271 \$32,167 \$47,438			
Custodian - Night	8.00 1.00	Jimenez, Karen Pos# 175		7/9/2020	%0	\$16.39 \$16.39	89 173	\$11,670 \$22,685		\$3,120	\$11,670 \$25,805	\$724 \$1,600	\$169 \$374	\$893 \$1,974	\$775 \$775	\$3,724 \$5,423	\$ \$	\$123 \$271		\$16,410 \$33,473			
czowowo Custodian - Bridge	4.00	Meza Rubio, Deysi		2/9/2021	%0	\$15.45	70 68 70 7	\$5,500	\$185	071.00	\$5,686	\$353 \$353	\$82 \$82	\$435 \$435	80	0\$	8 8	09\$	8	\$6,180 \$6,180			
2200/0000	0.00	ans #sod				\$10.40	262	\$16,192 \$16,192	\$185	\$480	\$16,857	\$1,045	\$104 \$244	\$1,290	л¢	08 08	80	\$177	\$0	\$12,145			
ligher Ed W/C 0.0086 Total	0.0088 Costs	\$8,408 \$19,550 \$0 \$27,958	\$9,222 \$20,545 \$0 \$29,767	\$8,636 \$21,095 \$0 \$29,731	\$5,708 \$13,408 \$0 \$19,116	\$5,072 \$11,862 \$0 \$16,934	0\$ \$0 \$0	\$10,171 \$20,988 \$20,988	\$323 \$507 \$0 \$830	\$18,127 \$36,173 \$0 \$54,300	\$5,553 \$12,083 \$17,635	\$6,250 \$13,990 \$0 \$20,240	\$8,044 \$18,105 \$0 \$26,150	\$20,515 \$50,198 \$0 \$70,713	\$18,446 \$46,852 \$0 \$65,298	\$21,198 \$51,411 \$0 \$72,608	\$18,403 \$46,737 \$0 \$65,140	\$21,360 \$52,690 \$74,050	\$20,154 \$49,236 \$0 \$69,390	\$20,154 \$49,236 \$0 \$69,390	\$20,154 \$49,236 \$0 \$69,390	\$18,186 \$47,992 \$0 \$66,178	> i>>> >
---	-----------------	---	--	--	--	-------------------------------------	--	----------------------------------	--	--------------------------------------	---	--	--	--------------------------------------	--------------------------------------	--------------------------------------	--	-------------------------------------	--------------------------------------	--	--------------------------------------	--------------------------------------	----------------------------
Pub Schi H W/C	0.0105	50 \$81 0 \$189 0 \$270	0 \$79 0 \$184 0 \$262	0 \$83 0 \$204 0 \$287	0 \$130 0 \$130 0 \$185	0 \$49 0 \$115 0 \$164	0 80 0 80 0 0	0 \$203 0 \$203	0 \$5	0 \$111 0 \$256 0 \$368	0 \$54 0 \$117 0 \$170	0 \$60 0 \$135 0 \$196	0 \$78 0 \$175 0 \$253	0 \$162 0 \$433 0 \$595	0 \$160 0 \$425 0 \$585	6 \$160 6 \$425 1 \$585	0 \$159 0 \$424 0 \$583	0 \$172 0 \$459 0 \$632	0 \$159 0 \$423 0 \$582	0 \$159 0 \$423 0 \$582	0 \$159 0 \$423 0 \$582	0 \$155 0 \$414 0 \$570	~·~~ 0
4% 403b	t Match	6 6 6 05 05	59 \$ 542 \$ 501 \$	\$ \$ \$ \$ \$ \$ \$	\$ \$ \$ \$ \$ \$ \$ \$ \$	\$ \$ 0\$ 0\$	\$ \$ 0\$ 0\$	\$ \$ \$ 0\$ 0\$	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	311 \$ \$25 \$ \$36 \$	6 6 6 6 0 8 0 8 0 8 0 8 0	\$ \$ \$ \$ \$ \$ \$	\$ \$ \$ \$ \$ \$ \$ \$	724 \$ 123 \$ 147 \$	330 \$ 310 \$ 741 \$	226 \$45 153 \$1,21 380 \$1,67	330 \$ 310 \$ 241 \$	528 54 564 564 564	724 \$ 123 \$ 147 \$	724 \$ 123 \$ 147 \$	724 \$ 123 \$ 147 \$	\$ 960 961 961	ו <u></u> מר ל
.00% So Cal .00% No Cal al	nium Annual Cos	\$0 \$	\$424 \$1,0 \$441 \$1,5 \$2,6	\$0 \$	\$0 \$	\$0 \$	\$0 \$	0\$ \$	\$0 \$0	1,322 \$6,6	\$0 \$0	\$0 \$0	\$0 \$	\$745 \$3,7 \$775 \$5,4	\$386 \$1,9 \$401 \$2,8 \$4,1	\$845 \$4,2 \$879 \$6,7 \$10,3	\$386 \$1,9 \$401 \$2,8 \$4,7	\$706 \$3,5 \$734 \$5,7 \$8,6	\$745 \$3,7 \$775 \$5,4 \$9,3	\$745 \$3,7 \$775 \$5,4 \$9,*	\$745 \$3,7 \$775 \$5,4 \$9,	\$700 \$2, \$728 \$5,(\$7.1	
al Medic	es Mo. Prer	\$592 ,376 1,968	\$574 ,337 1,912	\$608 485 2,092	\$402 \$944 1,345	\$357 \$835 1,192	\$0 \$0	\$716 1,477 2.193	\$23 \$36 \$58	\$810 \$1 ,868 \$1 2,679	\$391 \$850 1,241	\$440 \$985 1,424	\$566 1,274 1,840	1,182 3,151 4,333	1,162 3,100 4,262	1,162 3,100 4,262	1,159 3,091 4,251	1,255 3,347 4,602	1,156 3,083 4,240	1,156 3,083 4,240	1,156 3,083 4,240	1,132 3,019 4 151	
Tot	5 Taxe	\$112 261 \$1 \$373 \$1	\$109 253 \$1 \$362 \$1	\$115 281 \$1 \$397 \$;	\$76 179 \$ \$255 \$:	\$68 158 \$ \$226 \$	\$0 \$0	\$136 \$280 \$: \$416 \$:	\$4 \$7 \$11	\$154 354 \$1 \$508 \$1	\$74 \$161 \$235 \$1	\$83 \$187 \$270 \$:	\$107 \$242 \$: \$349 \$:	\$224 \$: \$597 \$: \$821 \$-	\$220 \$587 \$808 \$9	\$220 \$ \$587 \$ \$808 \$	\$220 \$	\$238 \$: \$634 \$: \$872 \$-	\$219 \$584 \$804 \$5	\$219 \$584 \$804 \$5	\$219 \$584 \$804 \$5	\$215 \$: \$572 \$: \$787 \$:	
Med	0.014	595 \$	5466 5 084 \$	5493 203 \$	5326 765 \$,090 3	5289 677 \$	\$0 \$0	5580 197 777	\$18 \$29 \$47	6657 5 514 \$	5317 5689 ,006	3356 3798 ,154	3459 ,033 ,492	512 558	5942 512 454	8942 512 454	5040 505 445	017 712 729	937 499 436	5937 ,499 ,436	5937 499 ,436	918 447 364	
FICA	0.062	735 \$1, 385 \$1, 720 \$1,	510 § 482 \$1,0 391 \$1,	945 945 9 107 \$1,2 152 \$1,	251 4 335 \$: 386 \$1,	566 \$ 312 \$(\$0 \$0	357 3 308 \$1, 366 \$1,	297 167 764	595 \$1, 423 \$1, 117 \$2,	108 § 116 § 224 \$1,	749 4 371 \$ 320 \$1,	400 § 356 \$1	447 447 192 \$2	194 § 517 \$2 711 \$3	194 4 517 \$2 711 \$3	154 411 \$2 365 \$3	405 \$1 748 \$2 153 \$3	115 § 306 \$2 121 \$3	115 32 306 \$2 121 \$3	115 3 306 \$2 121 \$3	798 4 163 \$2 163 \$2	
	Total Comp	\$7,5 \$17,5 \$25,7	\$7,5 \$17,4 \$24,5	\$7,1 \$19,4 \$27,3	\$5,2 \$12,0 \$17,6	\$4,(\$10,5 \$15,5		\$9,5 \$19,5 \$28,6	5 8 8 6	\$10, \$24,4 \$35,6	\$5, \$11. \$16.2	\$5. \$12.6 \$18,6	\$7, ⁴ \$16,6 \$24,0	\$15, \$41, \$56,6	\$15, \$40,5 \$55,7	\$15, \$40, \$55,7	\$15, \$40,4 \$55,5	\$16, \$43, \$60,1	\$15, \$40,5 \$55,4	\$15, \$40,5 \$55,4	\$15, \$40,5 \$55,4	\$14.	
Subs for	Sick Days	\$693 \$693	\$693 \$693	\$693 \$693	\$360 \$360	\$360 \$360	80	\$891 \$891	80	\$720 \$720	80	\$360 \$360	\$675 \$675	\$0	\$	\$0	\$0	\$	\$	\$0	\$	ę	2
mposium	er Adjustmei	\$393 \$393	\$382 \$382	\$	\$382 \$382	\$371	\$0 \$0	8	\$204 \$255 \$458	\$520 \$520	\$382 \$382	\$430	\$393	\$	\$0	\$0	\$0	\$	°\$ \$	\$	\$		05
0	Salary Oth	\$7,341 \$17,292 \$24,634	\$7,128 \$16,789 \$23,916	\$7,945 \$18,714 \$26,659	\$4,870 \$11,975 \$16,844	\$4,295 \$10,552 \$14,847	\$0 \$0 \$0	\$8,466 \$19,308 \$27,774	\$93 \$212 \$306	\$10,075 \$23,703 \$33,777	\$4,726 \$11,116 \$15,842	\$5,320 \$12,511 \$17,830	\$7,007 \$15,981 \$22,988	\$15,447 \$41,192 \$56,639	\$15,194 \$40,517 \$55,711	\$15,194 \$40,517 \$55,711	\$15,154 \$40,411 \$55,565	\$16,405 \$43,748 \$60,153	\$15,115 \$40,306 \$55,421	\$15,115 \$40,306 \$55,421	\$15,115 \$40,306 \$55,421	\$14,798 \$39,463	SEA 261
onthis/	rs Paid	59 142 201	59 142 201	59 142 201	56 139 195	56 139 195	59 142 201	57 130 187	36 25 36	59 142 201	54 127 181	54 127 181	57 130 187	8 11 8	8 11	3 8 11	8 11	8 11 8	8 11	8 11	3 11	с ø ;	F
iross Mc	Cost Hou	\$16.39 \$16.39	\$15.91 \$15.91	\$17.74 \$17.74	\$15.91 \$15.91	\$15.45 \$15.45	\$0.00 \$0.00	\$42.44 \$42.44	\$42.44 \$42.44	\$21.67 \$21.67	\$15.91 \$15.91	\$17.91 \$17.91	\$16.39 \$16.39	\$5,149 \$5,149	\$5,065 \$5,065	\$5,065 \$5,065	\$5,051 \$5,051	\$5,468 \$5,468	\$5,038 \$5,038	\$5,038 \$5,038	\$5,038 \$5,038	\$4,933 \$4,933	
of Year G dible for M	403b (%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	75%	%0	%0	%0	%0	%0	%0	
3:00% Hire EI	Date	1/7/2019	0/30/2018	8/1/2018		8/1/2020	8/1/2018	3/21/2019	3/21/2019	0/16/2017	8/1/2020	8/1/2020	3/30/2018	8/1/2020		8/1/2019	8/1/2019	7/25/2016	8/1/2020	8/1/2020	8/1/2020	8/1/2021	
Increase		Smith, Tabeca Pos# 331	Lanston, Elzie Pos# 332	Smith, Tiffani Pos# 361 POSITION ENDED 8/26/20	Vacant Pos# 179 Nicholas Domke-temp assignment	Vilimek, Anna Pos# 180	.00 Pos# 308 - Ended <mark>50)</mark> 50	Goss Pos #346	Goss Pos#347	Wade, Esmeralda Pos# 285	Vacant Pos# 181 Brown, Rene - temp assignment	Vacant Pos# 307 Martinez, Salina - temp assignment	Bullocks, Monica Pos# 182	Underwood, Megan Pos# 183	LaVigne, Elizabeth Pos# 188	Muszel, Brittany Pos# 189	Soto, Dominique Pos# 184	Andrews, Lannette Pos# 185	Marshall, Crystal Pos# 190	Smith, Cambria Pos# 186	Ochoa, Analecia Pos# 191	Vacant Pos#187 ^	PANNAN INCITINT IN ESCHORE
	FTE	7.70 (<mark>3.20)</mark> 0.50	7.70 (<mark>3.20)</mark> 0.50	7.70 (<mark>3.20)</mark> 0.50	5.50 (1.00) 0.00	5.00 (1.00) 0.00	0 <mark>3 1</mark> 0 3 1	3.50 0.50	0.20	8.00 (<mark>3.50)</mark> 1.00	5.50	5.50	7.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	
Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022	Position	Instructional Aide - Mental Health (supports MW)	Instructional Aide - SPED (supports LJ) 100/6500	Instructional Aide - Mental Heatth TS-5th grade	Reading Aide 100/0000	Reading Alde 100/0000	4th Grade Instructional Aide 100/0000	Yoga Instructor 100/0000	Yoga Lead Teacher 100/0000	Behaviorist 100/0000	Behavior Technician 2900	Behavior Technician 2900	Behavior Technician 2900	1 2nd Grade - ELASS 100/1400	2 1st Grade 100/1400	3 Transitional Kindergarten 1100	4 6th & 7th Grade - ELA/Humanities 100/1400	5 Kindergarten 100/1400	6 5th Grade - Self contained 1100	7 4th Grade - Math/Science 100/1400	8 3rd Grade ELA/SS 1100	9 K-5 Teacher Growth	

Fortune School of Edu Salary Budgets July 1, 2021 - June 30,	cation , 2022		Increase	3.00%	of Year	Gross									4.00% So C 4.00% No C	Cal	4%	b Schl H W/C	10 >	'igher Ed W/C
Position 1100		FTE		Hire Elk	gible for 1 403b	Monthly A Cost Ho	fonths/ urs Paid 11	Symp Salary Other Ad \$64.116	osium 5 djustmer Si \$0	Subs for ick Days \$0	Total Comp \$64.116	FICA 0.062 \$3.975	Medi 0.0145 \$930	Total Taxes M \$4.905	Medical . Premium Annu	ual Cost \$9.147	403b 0 Match 0 \$0	.0105 .0105 .867	0 0 0	0.0088 0.0088 3 \$0
11 1st Grade		1.00	W inn, Jazmine	8/1/2017	%0	\$5,078	. n	\$15,233	:	:	\$15,233	\$944	\$221	8	\$394	\$1,968	\$	\$160		:
1100			Pos# 274			\$5,078	11 8	\$40,622 \$55,855	\$0	\$0	\$40,622 \$55,855	\$2,519 \$3,463	\$589 \$810	\$3,108 \$3,108	\$409	\$2,866 \$4,834	808	\$427 \$586		\$0
12 2nd Grade - Math/Scie 1100	eoue	1.00	Ambrose (Ndirangu), Kayren Pos# 288	8/6/2018	%0	\$5,175 \$5,175	3 11	\$15,526 \$41,402 \$56,927	\$0	\$0	\$15,526 \$41,402 \$56,927	\$963 \$2,567 \$3,529	\$225 \$600 \$825	\$0 \$3,167 \$3,167	\$563 \$585	\$2,815 \$4,098 \$6,913	8 8 8	\$163 \$435 \$598		\$0
13 4th Grade - ELA/SS 1100		1.00	Zuehlke, Mollie Pos# 317	8/1/2020	%0	\$5,272 \$5,272	8 11	\$15,815 \$42,175 \$57,990	\$0	\$0	\$15,815 \$42,175 \$57,990	\$981 \$2,615 \$3,595	\$229 \$612 \$841	\$0 \$3,226 \$3,226	\$775 \$775	\$2,235 \$5,423 \$7,657	8 8 8	\$166 \$443 \$609		\$0
14 3rd Grade - Math/Scie 1100	nce	1.00	Bassegio, Julianna Pos# 318	8/1/2020	%0	\$5,038 \$5,038	8 11	\$15,115 \$40,306 \$55,421	0\$	\$	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$0 \$3,083 \$3,083	\$843 \$876	\$4,214 \$6,135 \$10,349	80 80	\$159 \$423 \$582		\$0
15 6th & 7th Grade - Matl 1100	h/Science	1.00	Jones, Julia Pos# 404	8/1/2020	%0	\$5,038 \$5,038	8 11	\$15,115 \$40,306 \$55,421	\$0	\$0	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$0 \$3,083 \$3,083	\$775 \$775	\$3,724 \$5,423 \$9,147	\$0 \$0	\$159 \$423 \$582		\$0
16 Middle School Teache 1100	r - Leadership	0.25	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	8 11	\$3,700 \$9,866 \$13,566	\$0	80	\$3,700 \$9,866 \$13,566	\$229 \$612 \$841	\$54 \$143 \$197	\$0 \$755 \$755	0\$ \$	8 8 8	8 8 8 8	\$39 \$104 \$142		\$0
17 Middle School Teache 1100	-	1.00	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	3 11	\$14,798 \$39,463 \$54,261	\$0	\$0	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$0 \$3,019 \$3,019	\$700 \$728	\$2,100 \$5,096 \$7,196	8 8 8 8	\$155 \$414 \$570		\$0
18 PE Teacher 1100		1.00	Kelley, Frederick Pos# 192	8/1/2020	%0	\$5,149 \$5,149	8 11	\$15,447 \$41,192 \$56,639	\$0	\$0	\$15,447 \$41,192 \$56,639	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$449 \$467	\$2,243 \$3,266 \$5,510	8 8 8	\$162 \$433 \$595		\$0
Education Specialist 1100/6500		1.00	Spolidoro, Cynthia Pos# 193	8/1/2019	75%	\$5,065 \$5,065	8 11	\$15,194 \$40,517 \$55,711	\$0	\$0	\$15,194 \$40,517 \$55,711	\$942 \$2,512 \$3,454	\$220 \$587 \$808	\$1,162 \$3,100 \$4,262	\$1,754 \$1,824	\$8,769 \$12,767 \$21,536	\$456 \$1,216 \$1,671	\$160 \$425 \$585		\$0
Performing Arts Teact 1100/3010	ners (Title I)	4.00	Vacant Pos# 194		%0	\$42.04 \$42.04	66 147 213	\$11,100 \$24,722 \$35,822	\$0	\$	\$11,100 \$24,722 \$35,822	\$688 \$1,533 \$2,221	\$161 \$358 \$519	\$849 \$1,891 \$2,740	\$0 \$	8 8 8	\$ \$ \$	\$117 \$260 \$376		\$0
Parent Academy Pres. 1900	enters		00;			\$75.00 \$75.00	- 0	\$0 \$0 \$0	\$0	\$0	80 80	0\$ 0\$	\$0 \$0	0\$ 80	\$ \$	05 05 05	8 8 8 8	\$0 \$0 \$0		\$0
Child Care for Parent J Child Care for Parent J 2900	Academies Workshops		00.	1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$	\$119 \$0 \$119	\$7 \$0	\$2 \$0 \$2	6\$ 80	0\$ 0\$	8 8 8	8 8 8 8	\$1 \$0 \$1		\$0
Saturday Instructors 1100/3010		.4	.00 Pe	er Sat		\$100.00 \$100.00	88	\$0 \$1,600 \$1,600	\$0	\$	\$0 \$1,600 \$1,600	06\$ \$99	\$0 \$23 \$23	\$0 \$122 \$122	\$ \$	S S S	888	\$0 \$17 \$17		ŝ
Substitute Teachers (1 (no subs for Principa/E 1130	12 sick/2 floater/1 misc) Ed Specialist)	11	25 Da	aily rate		\$200 \$200	0 15	\$0 \$51,750 \$51,750	80	80	\$0 \$51,750 \$51,750	\$0 \$3,209 \$3.209	\$0 \$750 \$750	\$0 \$3,959 \$3,959	\$0 \$	S S S	S S S	\$0 \$543 \$543		S
Subtotal Site Salarie	is for HMCP							\$1,653,087	\$4,819	\$13,245	\$1,671,151	\$103,611	\$24,232	\$120,552		\$223,909	\$9,154	\$17,547		\$
Fortune Middle Scho Assistant Principal 1300	ō	1.00	Janine Knill Pos# 301	7/1/2018	100%	\$6,556 \$6,556	4 8 12 8	\$26,225 \$52,451 \$78,676	\$0	Ş	\$26,225 \$52,451 \$78,676	\$1,626 \$3,252 \$4,878	\$380 \$761 \$1,141	\$2,006 \$4,012 \$6,019	\$896 \$932	\$4,481 \$6,524 \$11,005	\$1,049 \$2,098 \$3,147	\$275 \$551 \$826		\$0
Office Manager 2400		0.00	Vacant - see high school		%0	\$0.00 \$0.00	88 174 262	\$0 \$0 \$	\$	\$	00 80 80 80	8 8 8	\$0 \$0 \$0	\$ \$ \$	\$ \$	888	\$ \$ \$	\$0 \$0		\$0
School Secretary (split 2400	t funded)	8.00 1.00	Lee, <i>Chevelle in 20-21</i> Pos #370 Create New position so 1 FTE per	7/29/2015 school	100%	\$20.53 \$20.53	88 174 262	\$14,453 \$28,577 \$43,029	\$0	\$	\$14,453 \$28,577 \$43,029	\$896 \$1,772 \$2,668	\$210 \$414 \$624	\$1,106 \$2,186 \$3,292	\$411 \$428	\$2,057 \$2,995 \$5,051	\$578 \$1,143 \$1,721	\$152 \$300 \$452		\$0
Parent Liaison (split fu 2900	Inded)	6.00 0.75 33.33%	Jemmott, Raphael Pos #337	10/3/2019	%0	\$16.44 \$16.44	88 174 262	\$8,682 \$17,167 \$25,850	\$0	\$0	\$8,682 \$17,167 \$25,850	\$538 \$1,064 \$1,603	\$126 \$249 \$375	\$664 \$1,313 \$1,978	\$416 \$433	\$1,561 \$2,273 \$3,834	\$ \$	\$91 \$180 \$271		\$0
Food Services Coordii 2200/5310	nator	6.00	Vacant New position for growth	8/1/2021	%0	\$15.00 \$15.00	53 155 208	\$4,770 \$13,950 \$18,720	\$360	\$540 \$540	\$5,130 \$14,490 \$19,620	\$318 \$898 \$1,216	\$74 \$210 \$284	\$392 \$1,108 \$1,501	\$700 \$728	\$1,050 \$2,548 \$3,598	\$ \$ \$	\$54 \$152 \$206		\$0
Supper Coordinator 2200/5320		2.00	Jackson, Shirley Pos #372 End Furlough	8/1/2020	%0	\$15.45 \$15.45	37 111 148	\$1,143 \$3,430 \$4,573	\$0	\$180 \$180	\$1,143 \$3,610 \$4,753	\$71 \$224 \$295	\$17 \$52 \$69	\$87 \$276 \$364	\$0 \$	888	\$ \$ \$	\$12 \$38 \$50		\$
Instructional Aide - Mei (supporting Y Abanum	ntal Health and J Kelly)	8.00 (3.50)	Hawkins, Brandon Pos# 152	2/3/2020	%0	\$15.91 \$15.91	59 142	\$7,400 \$17,409	\$382	\$720	\$7,782 \$18,129	\$482 \$1,124	\$113 \$263	\$595 \$1,387	0\$ 0\$	8	\$0 \$0	\$82 \$190		

	Fortune School of Education Salary Budgets																			
	July 1, 2021 - June 30, 2022		Increase	3.00% Hire	% of Year Ξliqible for	Gross Aonthiv A	Aonths/	ű	mposium	Subs for		FICA	Medi	Total	4.00% So (4.00% No (Medical	Cal Cal	4% Pui 403b 0.	Schl High V/C V 0105 0.0	er Ed //C 088 T	otal
2100/651	2 Position	FTE 0.50		Date	403b	Cost Ht	ours Paid 201	Salary Oth \$24,809	er Adjustmei \$382	Sick Days \$720	Total Comp \$25,911	0.062 \$1,606	0.0145 \$376	Taxes Mc \$1,982	o. Premium Ann	nual Cost \$0	Match 0 \$0	0105 0.(\$272	\$0 \$0	osts \$28,165
	Instructional Aide - Mental Health (supporting Multiple including Percelle & Ells)	7.60 (3.50)	Garcia, Eston Pos# 408	1/4/2021	%0	\$15.45 \$15.45	59 142	\$6,820 \$16,025	\$371	\$684	\$7,190 \$16,709	\$446 \$1,036	\$104 \$242	\$550 \$1,278	\$723 \$752	\$1,808 \$2,632	0\$ 0\$	\$75 \$175		\$9,624 \$20,795
2100/651	12	0.50					201	\$22,844	\$371	\$684	\$23,899	\$1,482	\$347	\$1,828		\$4,440	\$0	\$251	\$0	\$30,419
2100/651:	Instructional Aide - Mental Heatth (supporting M Abanum) 2	8.00 (<mark>3.50)</mark> 0.50	Vacant Pos# 153 Wolfson, Rachel - temp assignmer	8/1/2020 ht	%0	\$15.91 \$15.91	59 142 201	\$7,400 \$17,409 \$24,809	\$382 \$382	\$720 \$720	\$7,782 \$18,129 \$25,911	\$482 \$1,124 \$1,606	\$113 \$263 \$376	\$595 \$1,387 \$1,982	88	8 8 8	% %	\$82 \$190 \$272	\$0\$	\$8,459 \$19,707 \$28,165
2200/000	Custodian - Day 0	8.00 1.00	Cooper, Dennis Pos #373	7/15/2020	%0	\$15.45 \$15.45	88 174 262	\$10,877 \$21,506 \$32,383	\$0	\$	\$10,877 \$21,506 \$32,383	\$674 \$1,333 \$2,008	\$158 \$312 \$470	\$832 \$1,645 \$2,477	\$723 \$752	\$3,616 \$5,265 \$8,881	0\$ \$	\$114 \$226 \$340	\$0	\$15,439 \$28,642 \$44,081
2200/000	Custodian - Night 10	8.00 1.00	Vacant New position for growth	8/1/2020	%0	\$15.00 \$15.00	88 174 262	\$10,560 \$20,880 \$31,440	\$0	\$	\$10,560 \$20,880 \$31,440	\$655 \$1,295 \$1,949	\$153 \$303 \$456	\$808 \$1,597 \$2,405	\$700 \$728	\$2,800 \$5,096 \$7,896	8 8 8	\$111 \$219 \$330	\$0	\$14,279 \$27,793 \$42,071
2200/000	Custodian - Bridge 0	4.00 0.00	Possible Future Position		%0	\$0.00 \$0.00	88 174 262	\$0 \$0 \$0	ŝ	80	80 80 80	80 80 80 80	\$0 \$0 \$0	\$0 \$0	8 8	\$0 \$0 \$	\$0 \$0	\$0 \$0 \$0	8	\$0 \$0
290	Behavior Tech X0	8.00	Johnson, Richard Pos #374	8/1/2020	%0	\$15.45 \$15.45	57 130 187	\$7,045 \$16,068 \$23,113	\$371 \$371	\$720 \$720	\$7,416 \$16,788 \$24,204	\$460 \$1,041 \$1,501	\$108 \$243 \$351	\$567 \$1,284 \$1,852	\$723 \$752	\$1,808 \$2,632 \$4,440	\$ \$ \$	\$78 \$176 \$254	0\$	\$9,869 \$20,881 \$30,750
290	Behavior Tech 0	8.00	Vacant New position for growth	8/1/2020	%0	\$15.00 \$15.00	57 130 187	\$6,840 \$15,600 \$22,440	\$360	\$720 \$720	\$7,200 \$16,320 \$23,520	\$446 \$1,012 \$1,458	\$104 \$237 \$341	\$551 \$1,248 \$1,799	\$700 \$728	\$1,750 \$2,548 \$4,298	\$0 \$0	\$76 \$171 \$247	\$	\$9,576 \$20,288 \$29,864
1100/140	1 6th/7th/8th Grade Math 0	1.00	Atkins, Marcus Pos# 165	7/16/2014	%0	\$7,716 \$7,716	8 1	\$23,147 \$61,725 \$84,872	8	0\$	\$23,147 \$61,725 \$84,872	\$1,435 \$3,827 \$5,262	\$336 \$895 \$1,231	\$1,771 \$4,722 \$6,493	\$1,435 \$1,492	\$7,173 \$10,443 \$17,616	\$ \$ \$	\$243 \$648 \$891	\$ 0\$	\$32,333 \$77,538 109,872
1100/140	2 6th/7th/8th Grade ELA/Humanities 0	1.00	Williams, Danny Pos# 167	8/21/2019	%0	\$6,815 \$6,815	8 11	\$20,446 \$54,523 \$74,970	\$0	0\$	\$20,446 \$54,523 \$74,970	\$1,268 \$3,380 \$4,648	\$296 \$791 \$1,087	\$1,564 \$4,171 \$5,735	\$2,692 \$2,800	\$13,462 \$19,600 \$33,062	\$0 \$0	\$215 \$572 \$787	\$ 0\$	\$35,687 \$78,867 114,554
110	3 6th/7th/8th Grade Science 0	1.00	Stowe, Tera Pos# 159	8/1/2020	%0	\$5,038 \$5,038	8 1	\$15,115 \$40,306 \$55,421	SS SS	\$	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$1,156 \$3,083 \$4,240	\$723 \$752	\$3,616 \$5,265 \$8,881	80 80	\$159 \$423 \$582	ŝ	\$20,046 \$49,078 \$69,123
110	4 6th/7th/8th Grade Social Science 00	1.00	Doubek, Matthew Pos# 375	8/1/2020	%0	\$5,038 \$5,038	8 11	\$15,115 \$40,306 \$55,421	\$	\$0	\$15,115 \$40,306 \$55,421	\$937 \$2,499 \$3,436	\$219 \$584 \$804	\$1,156 \$3,083 \$4,240	\$723 \$752	\$3,616 \$5,265 \$8,881	\$0 \$0	\$159 \$423 \$582	\$0	\$20,046 \$49,078 \$69,123
110	5 Middle School Teacher - Math/Science/Misc 0	1.00	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	8 11	\$14,798 \$39,463 \$54,261	0\$	\$	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$1,132 \$3,019 \$4,151	\$700 \$728	\$2,100 \$5,096 \$7,196	80 80	\$155 \$414 \$570	\$0	\$18,186 \$47,992 \$66,178
110	6 Middle School Teacher 30	1.00	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	8 1	\$14,798 \$39,463 \$54,261	\$0	\$0	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$1,132 \$3,019 \$4,151	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$155 \$414 \$570	\$0	\$18,186 \$47,992 \$66,178
110	Middle School Teacher X	0.00	Vacant - DO NOT FILL		%0	0\$ \$0	e 8 1	\$0 \$0	S S	\$	\$0 \$0	\$0 \$0 \$	\$0 \$0	80 80	0\$ \$	80 80 80	80 80	\$0 \$0	\$0	\$0 \$0
110	Middle School Teacher	0.00	Vacant - DO NOT FILL		%0	\$0 \$	8 1	\$0 \$0	S S	\$	\$0 \$0	\$0 \$0	\$0 \$0	808	808	8 8 8 8	\$ 0\$	% %	\$0	8 8 8
110	7 Leadership Teacher X0	0.25	Zamorano, Frank in 20-21 Pos# 340	8/1/2020	%0	\$4,999 \$4,999	8 11	\$3,749 \$9,998 \$13,747	S S	\$	\$3,749 \$9,998 \$13,747	\$232 \$620 \$852	\$54 \$145 \$199	\$287 \$765 \$1,052	\$723 \$752	\$904 \$1,316 \$2,220	\$0 \$0	\$39 \$105 \$144	\$0	\$4,979 \$12,184 \$17,163
110	8 PE Teacher X0	1.00	Zamorano, Frank Pos# 376 Increase FTE by .50 growth	8/1/2020	%0	\$4,999 \$4,999	8 1	\$14,997 \$39,992 \$54,989	\$	0\$	\$14,997 \$39,992 \$54,989	\$930 \$2,479 \$3,409	\$217 \$580 \$797	\$1,147 \$3,059 \$4,207	\$723 \$752	\$3,616 \$5,265 \$8,881	% %	\$157 \$420 \$577	0\$	\$19,917 \$48,736 \$68,653
1100/650	Education Specialist	0.50	Jordan, Jaylan Pos #377	8/23/2017	%0	\$4,999 \$4,999	8 8	\$7,498 \$19,996 \$27,494	\$	\$	\$7,498 \$19,996 \$27,494	\$465 \$1,240 \$1,705	\$109 \$290 \$399	\$574 \$1,530 \$2,103	\$723 \$752	\$1,808 \$2,632 \$4,440	\$0 \$0	\$79 \$210 \$289	0\$	\$9,959 \$24,368 \$34,327
	Performing Arts Teachers (Title I)	4.00	Provost, Jordan	8/1/2020	%0	\$32.77	65	\$8,521			\$8,521	\$528	\$124	\$652	\$0	\$0	\$0	\$89		\$9,263

	Fortune School of Education Salary Budgets Julio 1 2021 - June 30 2022														4 00% So (le c	đ	Schl Hinh	er Ed	
		Ļ	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/	Syn	mposium	Subs for	C loto	FICA	Medi	Total	4.00% No (Medical	Cal	4% 403b 0	N/C 0.0	088	otal
	POSITOR	0.50	Pos# 378	Uate	403D	\$32.77	nours Pala 148	\$19,403	Adjustmen	DICK LUBYS	1 01al Lomp \$ 19,403	\$1,203	\$281	1 axes 1/10 \$1,484	. Premium Ann \$0	uai cost \$0	viaton u \$0	\$204 U.U	088	\$21,091
1100/3010							213	\$27,924	\$0	\$0	\$27,924	\$1,731	\$405	\$2,136		\$0	\$0	\$293	\$0	\$30,353
	Child Care for Parent Academies Child Care for Parent Workshons	1.	00	1.0		\$15.90 \$15.90	7.5	\$119 \$0			\$119 \$0	\$7	\$2 \$0	6\$ 5	0\$	0\$ (%	0\$ 0\$	\$1		\$130 \$0
2900				-		8	b	\$119	\$0	\$0	\$119	\$7	\$2	\$	2	ŝ	\$	\$1	\$0	\$130
	Saturday Instructors	6.	00	Per Sat		\$100.00 \$100.00	5	0\$ 200			0\$ 0	\$0 \$446	\$0 \$104	\$0 \$551	0\$ U	0\$ 0\$	0\$ \$	\$0 \$76		\$0 \$7 826
1100/3010							12	\$7,200	\$0	\$0	\$7,200	\$446	\$104	\$551	2	80	\$0	\$76	\$0	\$7,826
	Substitute Teachers (12 sick/2 floater/1 misc)	7.25		Daily rate		\$200	0 4	\$0			\$0 \$31 760	\$0 61 240	\$0 \$315	\$0 \$1 664	80	\$0	\$0	\$0		\$0 \$0
1130	(ind source for it introduced operation)					0070	15	\$21,750	\$0	\$0	\$21,750	\$1,349	\$315	\$1,664	0	\$	\$0\$	\$228	\$0	\$23,642
	Subtotal Site Salaries for Fortune Middle Schoo	_						\$885,117	\$2,225	\$4,284	\$891,627	\$55,281	\$12,929	\$68,209		\$151,815	\$4,868	\$9,362	\$0 \$1,	125,881
	Early College High School Regional Director of Schools	1.00	Odisa Nyong	7/1/2017	100%	\$10,300	4 0	\$41,200			\$41,200	\$2,554 66.100	\$597 \$1.105	\$3,152 ee 304	\$1,334	\$6,668	\$1,648	\$433 \$98.5	e	\$53,100
2300	0		000# SOL			nnc'ni¢	12 0	\$123,600	\$0	\$0	\$123,600	\$7,663	\$1,792	\$9,455	10C'1¢	\$16,375	\$4,944	\$1,298	\$ \$	155,673
	Middle School Asst Principal - Zero Year	0.00	Moves to the middle school		%0	\$0	4α	0\$			0\$ \$	S\$ 5	\$0	\$0 \$	S 5	\$0	\$0	\$0		\$0
1300/4610						\$	12	\$0	\$0	\$0	\$0	\$	\$0	80	\$	\$	\$0	\$0	\$0	\$0
	Counselor and Activities Director	1.00	Akele Newton Pos #271	9/4/2018	100%	\$5,555 \$5.555	4 00	\$22,219 \$44,438			\$22,219 \$44.438	\$1,378 \$2.755	\$322 \$644	\$1,700 \$3.399	\$1,324 \$1.377	\$6,618 \$9.636	\$889 \$1.778	\$233 \$467		\$31,659 \$59.717
1200	6					200	12	\$66,656	\$0	\$0	\$66,656	\$4,133	2965	\$5,099		\$16,255	\$2,666	\$700	\$0	\$91,376
	Office Manager	8.00 1.00	Kristy Nong Pos #255	10/1/2018	100%	\$22.73 \$22.73	89 173	\$16,185 \$31.461			\$16,185 \$31.461	\$1,003 \$1.951	\$235 \$456	\$1,238 \$2.407	\$1,491 \$1.550	\$7,453 \$10.852	\$647 \$1,258	\$170 \$330		\$25,694 \$46,309
2400	6						262	\$47,646	\$0	\$0	\$47,646	\$2,954	\$691	\$3,645	0 0 1	\$18,306	\$1,906	\$500	\$0	\$72,003
	School Secretary (split funded)	8.00	Lee, Chevelle Pos #370	7/29/2015	100%	\$20.53	89 173	\$14,616 \$28.411			\$14,616 \$28.411	\$906	\$212 \$412	\$1,118 \$2,173	\$700 \$728	\$2,800 \$5,096	\$585 \$1 136	\$153 \$298		\$19,272 \$37 116
2400	6		Remove split funding - all ECH	6		20.044	262	\$43,028	\$0	\$0	\$43,028	\$2,668	\$624	\$3,292		\$7,896	\$1,721	\$452	\$0	\$56,388
	Parent Liaison (split funded)	6.00	Jemmott, Raphael Pos #337	10/3/2019	%0	\$16.44 \$16.44	89 173	\$8,781 \$17.069	\$296		\$9,077	\$563 \$1 058	\$132	\$694 \$1306	\$416 \$433	\$1,561 \$2.273	0\$	\$95 \$179		\$11,428 \$20,827
2900	6	66.67%					262	\$25,850	\$296	\$0	\$26,146	\$1,621	\$379	\$2,000		\$3,834	\$0	\$275	\$0	\$32,254
	Food Services Coordinator	6.00	Regina Drumgoole Pos #256	8/21/2017	%0	\$16.88 \$16.88	60 143	\$6,078 \$14,485	\$405	\$540	\$6,483 \$15,025	\$402 \$932	\$94 \$218	\$496 \$1,149	\$68 \$71	\$170 \$247	0\$ \$	\$68 \$158		\$7,216 \$16,579
2200/5310							203	\$20,563	\$405	\$540	\$21,508	\$1,334	\$312	\$1,645		\$416	\$0	\$226	\$0	\$23,796
	Supper Coordinator	0.00	Vacant- <i>no supper at HS</i> NO POS #		%0	\$0.00 \$0.00	0 0	\$0 \$0			000000000000000000000000000000000000000	S S	\$0 \$0	S S	S S	0\$ 0\$	0\$ 0\$	\$0 \$0		\$0 \$0
2200/5320							0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
	Custodian - Day	8.00 1.00	Corona, Stephanie Pos #257	7/22/2019	%0	\$16.88 \$16.88	88 174	\$11,883 \$23,495		\$3,120	\$11,883 \$26,615	\$737 \$1,650	\$172 \$386	\$909 \$2,036	\$369 \$383	\$1,843 \$2,683	\$0 \$	\$125 \$279		\$14,760 \$31,614
2200/0000							262	\$35,378	\$0	\$3,120	\$38,498	\$2,387	\$558	\$2,945		\$4,527	\$0	\$404	\$0	\$46,374
2200/0000	Custodian - Night	8.00 1.00	Vacant Pos #258 Increase FTE to 1.00	8/1/2021	%0	\$15.00 \$15.00	88 174 262	\$10,560 \$20,880 \$31,440	\$	Ş	\$10,560 \$20,880 \$31,440	\$655 \$1,295 \$1,949	\$153 \$303 \$456	\$808 \$1,597 \$2,405	\$700 \$728	\$2,800 \$5,096 \$7,896	% %	\$111 \$219 \$330	\$0	\$14,279 <u>\$27,793</u> \$42,071
	Instructional Aide - Special Ed (supports MVS & CB 12th grade)	7.15 0.00	Antoinique Robinson Pos# 293	8/3/2018	%0	\$16.88 \$16.88	59 142	\$7,120 \$17,137		\$644	\$7,120 \$17,781	\$441 \$1,102	\$103 \$258	\$545 \$1,360	0\$ \$	\$0 \$	\$0 \$	\$75 \$187		\$7,740 \$19,328
2100/6500		0.50					201	\$24,258	\$0	\$644	\$24,901	\$1,544	\$361	\$1,905		\$0	\$0	\$261	\$0	\$27,067
2100/6500	Instructional Aide - Special Ed (supports 9th grade)	7.10 0.00 0.50	Castillo, Veronica Pos# 409	2/1/2021	%0	\$15.45 \$15.45	59 142 201	\$6,472 \$15,577 \$22,049	\$	\$639 \$639	\$6,472 \$16,216 \$22,688	\$401 \$1,005 \$1,407	\$94 \$235 \$329	\$495 \$1,241 \$1,736	0\$ 0\$	888	\$0 \$0	\$68 \$170 \$238	ŝ	\$7,035 \$17,626 \$24,662
2100/6512	Instructional Aide - Mental Heatth (supporting 9th Grade - multiple students)	7.70 0.00 0.50	Smith, Tiffani Pos# 405	8/1/2018	%0	\$18.27 \$18.27	59 142 201	\$8,299 \$19,975 \$28,274	\$438 \$438	\$693 \$693	\$8,738 \$20,668 \$29,406	\$542 \$1,281 \$1,823	\$127 \$300 \$426	\$668 \$1,581 \$2.250	0\$ \$	0\$ 0\$	0\$ \$	\$92 \$217 \$309	9	\$9,498 222,466 \$31.964
	- Instructional Aide - Behavior (supporting C Williams-10th Grade)	7.80	Mosqueda, Ophelia Pos# 151	8/19/2015	%0	\$18.82 \$18.82	59 142	\$8,660 \$20,843	\$452	\$702	\$9,112 \$21,545	\$565 \$1,336	\$132 \$312	\$697 \$1,648	\$548 \$570	\$1,369 \$1,993	\$ 0\$	\$96 \$226	3	\$11,274 \$25,413

Forture School of Education Salary Budgets July 1, 2021 - June 30, 2022		Increase	3.00%	of Year	Gross) contract	ő		Culture for		¢ C	Medi	Parts Parts	4.00% So Cal 4.00% No Cal	49	ang sa	Schi High /C v	Sc Ed
2100/6512	FTE 0.50		Date	403b	Cost Hou	ontns/ rrs Paid 201	Salary Other. \$29.504	Adjustmei 5 \$452	Subs for Sick Days \$702	Total Comp \$30.657	FICA 0.062 \$1.901	Medi 0.0145 \$445	Taxes Mk \$2.345	Medical <u> 2. Premium Annual Co</u> <u> 33.</u>	ost Mat 1.363	sp 0.0 sch 0.0	105 0.0 105 0.0 \$322	8 8
the through a state - Mantal Health	008	East-Bohinson Michaela	810012010	700	¢16.88	50	¢7 060	\$40F		¢8 374	\$£10	\$121	66.41	899	£170	5	888	
(supports JM - 11th grade)	0.00	Pos# 282		2	\$16.88	142	\$19,179		\$720	\$19,899	\$1,234	\$289	\$1,522	\$71 \$	\$247	\$0	\$209	
2100/6512	0.50					201	\$27,147	\$405	\$720	\$28,272	\$1,753	\$410	\$2,163	**	\$416	\$0	\$297	
AVID Tutor (4.5 hours per dav/2x per week)	4.50	Vacant Pos# 325		%0	\$15.45 \$15.45	58	\$1,530 \$3.893	\$371	\$360	\$1,900 \$4.253	\$118 \$264	\$28 \$62	\$145 \$325	S S	\$0 8	\$ \$	\$20 \$45	
2100/4610						78	\$5,423	\$371	\$360	\$6,154	\$382	\$89	\$471	5	\$0	\$0	\$65	
AVID Tutor	0.25	Zamorano, Frank in 20-21	8/1/2020	%0	\$4,999	e i	\$3,749			\$3,749	\$232	\$54	\$287	\$723 \$	\$904	\$0	\$39	
(2.6 hours per day/ 5x per week) 2100/4610	0.00	02# 320			44,499	1 8	\$13,747	\$0	\$0	\$13,747	\$852	\$199	\$1,052	\$75/ \$1. \$2,	220	8	\$144	49
AVID Tutor (4.5 hours per dav/2x per week)	4.50	King, Alexa Pos# 327	8/15/2020	%0	\$15.45 \$15.45	58	\$1,530 \$3.893	\$371	\$360	\$1,900 \$4,253	\$118 \$264	\$28 \$62	\$145 \$325	\$68 \$71	S 8	0\$ 0\$	\$20 \$45	
2100/4610						78	\$5,423	\$371	\$360	\$6,154	\$382	\$89	\$471	÷	\$0	\$0	\$65	\$
Behavior Technician	8.00	Palumbo, Christopher Pos #302	8/3/2020	%0	\$15.45 \$15.45	56 139	\$6,922 \$17,180	\$371	\$360	\$7,292 \$17,540	\$452 \$1.088	\$106 \$254	\$558 \$1.342	\$700 \$728	80 S0	8 8	\$77 \$184	
2900		Increase FTE to 1.0 for growth				195	\$24,102	\$371	\$360	\$24,833	\$1,540	\$360	\$1,900	- 	\$0	\$0	\$261	\$
Behavior Technician	8.00	Cleveland Williams Pos #300	10/9/2017	%0	\$17.91 \$17.91	59 142	\$8,470 \$20,450	\$430	\$720	\$8,900 \$21,170	\$552 \$1.313	\$129 \$307	\$681 \$1,619	\$68 \$ \$71 \$	\$170 \$247	°8 8	\$93 \$222	
2900						201	\$28,920	\$430	\$720	\$30,069	\$1,864	\$436	\$2,300	**	\$416	\$0	\$316	\$0
1 High School Teacher - ELA 9th/12th Grade	1.00	Shywand Royal Pos#260	8/1/2018	%0	\$6,599 \$6.599	е в	\$19,797 \$52.791			\$19,797 \$52.791	\$1,227 \$3.273	\$287 \$765	\$1,514 \$4.039	\$448 \$2, \$466 \$3.	2,239	0\$ 0\$	\$208 \$554	
1100						5	\$72,588	\$0	\$0	\$72,588	\$4,500	\$1,053	\$5,553	80	5,500	80	\$762	\$0
2 High School Teacher - ELA	1.00	W ebb-Magee, Lena Rose Pos #371	8/1/2020	%0	\$5,149 \$5,149	юœ	\$15,447 \$41,192			\$15,447 \$41,192	\$958 \$2,554	\$224 \$597	\$1,182 \$3,151	\$723 \$3, \$752 \$5,	3,616 1,265	\$ \$	\$162 \$433	
1100						#	\$56,639	\$0	\$0	\$56,639	\$3,512	\$821	\$4,333	\$8	3,881	\$0	\$595	\$0
3 High School Teacher - Science	1.00	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	юœ	\$14,798 \$39,463			\$14,798 \$39,463	\$918 \$2.447	\$215 \$572	\$1,132 \$3.019	\$700 \$2, \$728 \$5,	2,100	°s 8	\$155 \$414	
1100						1	\$54,261	\$0	\$0	\$54,261	\$3,364	\$787	\$4,151	\$7,	7,196	\$0	\$570	\$0
4 High School Teacher - Upper Math Atgebra & Geometry	1.00	Miller, Kitt Pos#261	11/18/2019	%0	\$5,468 \$5,468	ю 8	\$16,405 \$43,748			\$16,405 \$43,748	\$1,017 \$2,712	\$238 \$634	\$1,255 \$3,347	\$484 \$2, \$504 \$3,	2,422 1,527	80 8	\$172 \$459	
1100/1400						#	\$60,153	\$0	\$0	\$60,153	\$3,729	\$872	\$4,602	ຮືບ	5,949	\$0	\$632	\$0
5 High School Teacher - Science 9th/12th Grade	1.00	Naomi Elliott Pos#262	10/1/2018	%0	\$5,580 \$5,580	ςα	\$16,740 \$44,641			\$16,740 \$44,641	\$1,038 \$2,768	\$243 \$647	\$1,281 \$3,415	\$869 \$4, \$904 \$6,	1,347 1,330	0\$ 0\$	\$176 \$469	
1100						#	\$61,381	\$0	\$0	\$61,381	\$3,806	\$890	\$4,696	\$10),677	\$0	\$644	\$0
6 High School Teacher - Spanish	1.00	Moreno (Tumbull), Moraima Pos#320	8/1/2020	%0	\$4,999 \$4,999	юœ	\$14,997 \$39,992			\$14,997 \$39,992	\$930 \$2,479	\$217 \$580	\$1,147 \$3,059	\$723 \$3, \$752 \$5,	3,616 i,265	°80 80	\$157 \$420	
1100/1400						7	\$54,989	\$0	\$0	\$54,989	\$3,409	\$797	\$4,207	\$8	3,881	\$0	\$577	\$0
7 High School Teacher - Spanish	0.50	Vacant New position for growth	8/1/2021	%0	\$4,933 \$4,933	<i>с</i> 0	\$7,400 \$19,732			\$7,400 \$19,732	\$459 \$1,223	\$107 \$286	\$566 \$1,509	0\$ 0\$	80 80	\$ \$	\$78 \$207	
						11	\$27,132	\$0	\$0	\$27,132	\$1,682	\$393	\$2,076		\$0	0\$	\$285	\$0
8 High School Teacher - Lower Math Pre-Algebra and Math AVID	1.00	Julia Gladding Pos#341	8/1/2019	75%	\$5,162 \$5,162	ю ø	\$15,486 \$41,297			\$15,486 \$41,297	\$960 \$2,560	\$225 \$599	\$1,185 \$3,159	\$375 \$1, \$390 \$2,	1,874 2,729 \$1	\$465 1,239	\$163 \$434	
1100						7	\$56,783	\$0	\$0	\$56,783	\$3,521	\$823	\$4,344	\$4,	1,603 \$	1,703	\$596	\$0
9 High School Teacher - Social Science	1.00	Thomas, Steven Pos #342	8/1/2019	%0	\$5,038 \$5.038	e e	\$15,115 \$40.306			\$15,115 \$40.306	\$937 \$2.499	\$219 \$584	\$1,156 \$3.083	\$723 \$3, \$752 \$5,	3,616	0\$ 0\$	\$159 \$423	
1100/1400						#	\$55,421	\$0	\$0	\$55,421	\$3,436	\$804	\$4,240	\$8	3,881	\$0	\$582	\$0
10 High School Teacher - PE	8.00	Chan, Alexandra Pos#343	8/17/2019	%0	\$32.35 \$32.35	65 148	\$16,823 \$38,305			\$16,823 \$38,305	\$1,043 \$2,375	\$244 \$555	\$1,287 \$2,930	\$700 \$3, \$728 \$5,	3,500 5,096	°8 8	\$177 \$402	
1100		Increase FTE to 1.00				213	\$55,128	\$0	\$0	\$55,128	\$3,418	\$799	\$4,217	\$8	3,596	\$0	\$579	\$0
Education Specialist	1.00	Jordan, Jaylan Pos#264	8/23/2017	%0	\$4,999 \$4,999	юœ	\$14,997 \$39,992			\$14,997 \$39,992	\$930 \$2,479	\$217 \$580	\$1,147 \$3,059	\$723 \$3, \$752 \$5,	3,616 i,265	°80 80	\$157 \$420	
1100/6500		Increase FTE to 1.00				7	\$54,989	\$0	\$0	\$54,989	\$3,409	\$797	\$4,207	\$8	3,881	\$0	\$577	\$0
Performing Arts Teacher (Title I)	4.00	Edwards, Detrick Pos#270	9/26/2019	%0	\$32.60 \$32.60	65 148	\$8,476 \$19,299			\$8,476 \$19,299	\$526 \$1,197	\$123 \$280	\$648 \$1,476	\$ \$	80 80	8 8	\$89 \$203	

$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	International state International state <thinternatintetrnational state<="" th=""> <thinternational stat<="" th=""><th>Image: constraint of the sector of</th><th>International statement of the sta</th><th></th><th>Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022</th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th>4.00% So C</th><th>4.00% So Cal</th><th>4.00% So Cal Put</th><th>4.00% So Cal Pub Schi Higi</th></thinternational></thinternatintetrnational>	Image: constraint of the sector of	International statement of the sta		Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022															4.00% So C	4.00% So Cal	4.00% So Cal Put	4.00% So Cal Pub Schi Higi	
010 21	010 1111 11111 11111 11111 11111 11111 11111 11111 11111 11111 11111 11111 111111 111111 111111 111111 111111 111111<	010 011 <td>010 011 111<td>Independent in the set of the se</td><td></td><td>Position</td><td></td><td>Increase 3</td><td>8.00% Hire</td><td>% of Year Eligible for 403h</td><td>Gross Monthly Cost</td><td>Months/ tours Paid</td><td>Syn Salarv Other</td><td>nposium Adiustmei</td><td>0, 0,</td><td>bubs for ck Davs</td><td>bubs for ck Davs Total Comp</td><td>subs for FICA ck Davs Total Comp 0.062</td><td>subs for FICA Medi ck Davs Total Comp 0.062 0.0145</td><td>ubsfor FICA Medi Total ok Dave TritalComm 0.062 0.0145 Taves Me</td><td>4.00% No C Abos for FICA Medi Total Medican Ac Davis Tratal Comm 0.65 0.1145 Taves Mo Prenim Anni</td><td>Abs for 4,00% No Cal Abs for FICA Medit Total Medital Ac Dave Mo Permirm Annual Cret</td><td>4.00% No Cal 4% V Aubs for FICA Medi Total Medial 40% OS 0. Ac Dave Traja Como 0.672 0.0745 Tawas Mo Prenium Annial Cret March 0.</td><td>the for the form of the form o</td></td>	010 011 111 <td>Independent in the set of the se</td> <td></td> <td>Position</td> <td></td> <td>Increase 3</td> <td>8.00% Hire</td> <td>% of Year Eligible for 403h</td> <td>Gross Monthly Cost</td> <td>Months/ tours Paid</td> <td>Syn Salarv Other</td> <td>nposium Adiustmei</td> <td>0, 0,</td> <td>bubs for ck Davs</td> <td>bubs for ck Davs Total Comp</td> <td>subs for FICA ck Davs Total Comp 0.062</td> <td>subs for FICA Medi ck Davs Total Comp 0.062 0.0145</td> <td>ubsfor FICA Medi Total ok Dave TritalComm 0.062 0.0145 Taves Me</td> <td>4.00% No C Abos for FICA Medi Total Medican Ac Davis Tratal Comm 0.65 0.1145 Taves Mo Prenim Anni</td> <td>Abs for 4,00% No Cal Abs for FICA Medit Total Medital Ac Dave Mo Permirm Annual Cret</td> <td>4.00% No Cal 4% V Aubs for FICA Medi Total Medial 40% OS 0. Ac Dave Traja Como 0.672 0.0745 Tawas Mo Prenium Annial Cret March 0.</td> <td>the for the form of the form o</td>	Independent in the set of the se		Position		Increase 3	8.00% Hire	% of Year Eligible for 403h	Gross Monthly Cost	Months/ tours Paid	Syn Salarv Other	nposium Adiustmei	0, 0,	bubs for ck Davs	bubs for ck Davs Total Comp	subs for FICA ck Davs Total Comp 0.062	subs for FICA Medi ck Davs Total Comp 0.062 0.0145	ubsfor FICA Medi Total ok Dave TritalComm 0.062 0.0145 Taves Me	4.00% No C Abos for FICA Medi Total Medican Ac Davis Tratal Comm 0.65 0.1145 Taves Mo Prenim Anni	Abs for 4,00% No Cal Abs for FICA Medit Total Medital Ac Dave Mo Permirm Annual Cret	4.00% No Cal 4% V Aubs for FICA Medi Total Medial 40% OS 0. Ac Dave Traja Como 0.672 0.0745 Tawas Mo Prenium Annial Cret March 0.	the for the form of the form o	
	$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$		$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	10/3010		J		000	000+	1900	213	\$27,775	S0\$	060 08	\$0	\$0 \$27,775	\$0 \$27,775 \$1,722	\$0 \$27,775 \$1,722 \$403	<u>30 10/01 0/02 0/01 0/02 m</u> \$0 \$27,775 \$1,722 \$403 \$2,125	<u>29 Ivan Juny v.vv. volt-0 Iaves m. rienian mur</u> 50 \$27,775 \$1,722 \$403 \$2,125	20 1040 Comp. 0.002 0.0140 1000 000 000 000 000 000 000 000 00	20 1048-00112 0.002 0.011-0 14669 ms. Freihlun Millen Cost matchi U. 50 \$27,775 \$1,722 \$40.3 \$2,125 50 \$0 \$0	79 1408 COURT VOICE VOIL-10 10005 MC 17101111 M 100 CO 10 10 10 10 10 10 10 10 10 10 10 10 10	
$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	Mathematical statution (a) (b) (b) (b) (b) (b) (b) (b) (b) (b) (b	Matrix Matrix<	Mathematical sector (mathematical sector) 1	Matrix Matrix<		Child Care for Parent Academies Child Care for Parent Workshops	0		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0				\$119 \$0	\$119 \$7 \$0 \$0	\$119 \$7 \$2 \$0 \$0 \$0	\$119 \$7 \$2 \$9 \$0 \$0 \$0 \$0	\$119 \$7 \$2 \$9 \$0 \$0 \$0 \$0 \$0 \$0	\$119 \$7 \$2 \$9 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$119 \$7 \$2 \$9 \$0 \$	\$119 \$7 \$2 \$9 \$0 \$0 \$1 \$0 \$0 \$0 \$0 \$0 \$0 \$1	
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	Muchane Indexter	2900								\$119	\$0	\$0		\$119	\$119 \$7	\$119 \$7 \$2	\$119 \$7 \$2 \$9	\$119 \$7 \$2 \$9	\$119 \$7 \$2 \$9 \$0	\$119 \$7 \$2 \$9 \$0 \$0	\$119 \$7 \$2 \$9 \$0 \$0 \$1	
$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	001 1	100 100 <td>100 100<td>International control international contro internatinternational control international control international</td><td></td><td>Music Director 1.(</td><td>0</td><td></td><td></td><td>%0</td><td>8 8</td><td>4 60</td><td>\$0 \$0</td><td></td><td></td><td></td><td>\$0 \$0</td><td>\$0 \$0 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td><td>\$0 \$0<</td><td>\$0 \$0<</td></td>	100 100 <td>International control international contro internatinternational control international control international</td> <td></td> <td>Music Director 1.(</td> <td>0</td> <td></td> <td></td> <td>%0</td> <td>8 8</td> <td>4 60</td> <td>\$0 \$0</td> <td></td> <td></td> <td></td> <td>\$0 \$0</td> <td>\$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0<</td> <td>\$0 \$0<</td>	International control international contro internatinternational control international control international		Music Director 1.(0			%0	8 8	4 60	\$0 \$0				\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0<	\$0 \$0<	
$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$			International Matrix Full (March (M	International Angle (a) (b) (b) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	1006/0							12	\$0	\$0	\$0		\$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0					
$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$			010 010 <td>100 100<td></td><td>Instructional Aide - RTI (Title I) (.69 FTE) 0.1</td><td>0 Vacant</td><td></td><td></td><td>%0</td><td>15.00 15.00</td><td>52 144</td><td>0\$ 0\$</td><td></td><td></td><td></td><td>\$0 \$0</td><td>0\$ 0\$</td><td>\$0 \$0 \$0 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$1</td><td>\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$1 \$1 \$728</td><td>\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$28 \$0</td><td>\$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$20 \$10 \$20 \$20</td><td>\$0 \$0 \$0 \$0 \$7700 \$0 \$0 \$0 \$0 \$1 \$1 \$5 \$788 \$1 \$0 \$0</td></td>	100 100 <td></td> <td>Instructional Aide - RTI (Title I) (.69 FTE) 0.1</td> <td>0 Vacant</td> <td></td> <td></td> <td>%0</td> <td>15.00 15.00</td> <td>52 144</td> <td>0\$ 0\$</td> <td></td> <td></td> <td></td> <td>\$0 \$0</td> <td>0\$ 0\$</td> <td>\$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$1</td> <td>\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$1 \$1 \$728</td> <td>\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$28 \$0</td> <td>\$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$20 \$10 \$20 \$20</td> <td>\$0 \$0 \$0 \$0 \$7700 \$0 \$0 \$0 \$0 \$1 \$1 \$5 \$788 \$1 \$0 \$0</td>		Instructional Aide - RTI (Title I) (.69 FTE) 0.1	0 Vacant			%0	15.00 15.00	52 144	0\$ 0\$				\$0 \$0	0\$ 0\$	\$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$1	\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$1 \$1 \$728	\$0 \$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$28 \$0	\$0 \$0 \$0 \$0 \$700 \$0 \$0 \$1 \$1 \$1 \$20 \$10 \$20 \$20	\$0 \$0 \$0 \$0 \$7700 \$0 \$0 \$0 \$0 \$1 \$1 \$5 \$788 \$1 \$0 \$0	
	Submutu Transfer (12 mbd2) (2 mbd	Submutu function Solution Solution <td>Submit frame frame (12) and The frame (12) and</td> <td>Setue for functionality (not are frequencial constant) Dely frequencial constant Dely frequencial</td> <td>00/3010</td> <td>10</td> <td>0</td> <td></td> <td></td> <td></td> <td></td> <td>196</td> <td>\$0</td> <td>\$0</td> <td>\$0</td> <td></td> <td>\$0</td> <td>\$0 \$0</td> <td>\$0 \$0 \$0</td> <td>80 80 80</td> <td></td> <td></td> <td></td> <td></td>	Submit frame frame (12) and The frame (12) and	Setue for functionality (not are frequencial constant) Dely frequencial constant Dely frequencial	00/3010	10	0					196	\$0	\$0	\$0		\$0	\$0 \$0	\$0 \$0 \$0	80 80 80					
	110 23,000 50 <t< td=""><td>1.20 solution 1.20 s</td><td></td><td>113 1</td><td></td><td>Substitute Teachers (12 sick/2 floater/1 misc) 9.4 (no subs for Principal/Ed Specialist)</td><td>0</td><td>-</td><td>Daily rate</td><td></td><td>\$200 \$200</td><td>0 15</td><td>\$0 \$28,500</td><td></td><td></td><td>\$2</td><td>\$0 38,500</td><td>\$0 \$0 9,500 \$1,767</td><td>\$0 \$0 \$0 \$0 8,500 \$1,767 \$413</td><td>\$0 \$0 \$0 \$0 \$0 \$0 8,500 \$1,767 \$413 \$2,180</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 <u>8,500</u> \$1,767 \$413 \$2,180 \$0</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$</td><td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 (9.500 \$1.767 \$413 \$2.180 \$0 \$0 \$0 \$239</td></t<>	1.20 solution 1.20 s		113 1		Substitute Teachers (12 sick/2 floater/1 misc) 9.4 (no subs for Principal/Ed Specialist)	0	-	Daily rate		\$200 \$200	0 15	\$0 \$28,500			\$2	\$0 38,500	\$0 \$0 9,500 \$1,767	\$0 \$0 \$0 \$0 8,500 \$1,767 \$413	\$0 \$0 \$0 \$0 \$0 \$0 8,500 \$1,767 \$413 \$2,180	\$0 \$0 \$0 \$0 \$0 \$0 \$0 <u>8,500</u> \$1,767 \$413 \$2,180 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 (9.500 \$1.767 \$413 \$2.180 \$0 \$0 \$0 \$239	
Toty Toty William, Tanna 7292013 00% 3772 4 \$30,00 50	Torophysical Integration Torophysical Integration <thtorophysical Integration <thtorophys< td=""><td>Torophyter College Prop. Utilities, Tanuar Z22001 Strate <trat< td=""> 10001000</trat<></td><td>Totop Main, Tanan Z22013 00% 57.32 6 5000 5000 5000<</td><td>Totol Phytochology Physic Use of the physic Table of the physic<</td><td>1130</td><td>Subtotal Site Salaries for Early College High School</td><td></td><td></td><td></td><td></td><td></td><td>15</td><td>\$28,500 \$1,268,865</td><td>\$0 \$3,539</td><td>\$0 \$8,858</td><td>\$28 \$1,281</td><td>,500</td><td>8,500 \$1,767 ,261 \$79,438</td><td>8,500 \$1,767 \$413 261 \$79,438 \$18,578</td><td>5.500 \$1,767 \$413 \$2,180 (261 \$79,438 \$18,578 \$98,016</td><td>,500 \$1,767 \$413 \$2,180 .261 \$79,438 \$18,578 \$98,016</td><td>,500 \$1,767 \$413 \$2,180 \$0 (261 \$79,428 \$18,578 \$98,016 \$159,962</td><td>1,500 \$1,767 \$413 \$2,180 \$0 \$0 261 \$79,438 \$18,578 \$98,016 \$159,962 \$12,841 \$</td><td>1,500 \$1,767 \$413 \$2,180 \$0 \$239 2.861 \$78,438 \$18,578 \$93,016 \$159,962 \$12,941 \$13,453</td></thtorophys<></thtorophysical 	Torophyter College Prop. Utilities, Tanuar Z22001 Strate Strate <trat< td=""> 10001000</trat<>	Totop Main, Tanan Z22013 00% 57.32 6 5000 5000 5000<	Totol Phytochology Physic Use of the physic Table of the physic<	1130	Subtotal Site Salaries for Early College High School						15	\$28,500 \$1,268,865	\$0 \$3,539	\$0 \$8,858	\$28 \$1,281	,500	8,500 \$1,767 ,261 \$79,438	8,500 \$1,767 \$413 261 \$79,438 \$18,578	5.500 \$1,767 \$413 \$2,180 (261 \$79,438 \$18,578 \$98,016	,500 \$1,767 \$413 \$2,180 .261 \$79,438 \$18,578 \$98,016	,500 \$1,767 \$413 \$2,180 \$0 (261 \$79,428 \$18,578 \$98,016 \$159,962	1,500 \$1,767 \$413 \$2,180 \$0 \$0 261 \$79,438 \$18,578 \$98,016 \$159,962 \$12,841 \$	1,500 \$1,767 \$413 \$2,180 \$0 \$239 2.861 \$78,438 \$18,578 \$93,016 \$159,962 \$12,941 \$13,453	
361 Taskink Principal 100 Septem (Harmakawa). Coryn 927/2015 10 Obsizene (Harmakawa). Coryn 927/2015 10 Septem 20	130 7.773 8.10 </td <td>Interfacion Interfacion Interfacion</td> <td>$\begin{array}{cccccccccccccccccccccccccccccccccccc$</td> <td>(1) (1)<td></td><td>Tecoy Porter College Prep Principal 1.0</td><td>0 Williams, Tamara</td><td>4</td><td>/29/2013</td><td>100%</td><td>\$7,725</td><td>4</td><td>\$30,900</td><td></td><td></td><td>\$30</td><td>006</td><td>900 \$1,916</td><td>900 \$1,916 \$448</td><td>.900 \$1,916 \$448 \$2,364</td><td></td><td></td><td></td><td></td></td>	Interfacion	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	(1) (1) <td></td> <td>Tecoy Porter College Prep Principal 1.0</td> <td>0 Williams, Tamara</td> <td>4</td> <td>/29/2013</td> <td>100%</td> <td>\$7,725</td> <td>4</td> <td>\$30,900</td> <td></td> <td></td> <td>\$30</td> <td>006</td> <td>900 \$1,916</td> <td>900 \$1,916 \$448</td> <td>.900 \$1,916 \$448 \$2,364</td> <td></td> <td></td> <td></td> <td></td>		Tecoy Porter College Prep Principal 1.0	0 Williams, Tamara	4	/29/2013	100%	\$7,725	4	\$30,900			\$30	006	900 \$1,916	900 \$1,916 \$448	.900 \$1,916 \$448 \$2,364					
Ansitute Principal 1.0 Control (Harmakow), Coyn 92/2015 56, 160 4 234, 70 50, 3	Assistant Frincial Assistant Frincial (and Tacherk C2 Silperd (and Tacher Silperd (and Tacherk C2 Silperd (and Tacherk C2 Silperd (and Tacherk C2 Silperd (and Silperd (Animulational Animulational (10) Cabone (Hamaawa), Coyo Para #36) 27,2015 (18) 61,10 (18) 62,470 (18) 74,10 (18) 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 70 74,10 74 74 74 74 74 74 74,10 74	$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \$	Antimuctation 10 Observed, framinow, Corpo 21/2015 105 61.0 4 21/70 51.00 5	1300		Pos #369				\$7,725	8	\$61,800 \$92,700	\$0	\$0	\$61,8	000	300 \$3,832 700 \$5,747	00 \$3,832 \$896 70 \$5,747 \$1,344	00 \$3,832 \$896 \$4,728 00 \$5,747 \$1,344 \$7,092	00 \$3,832 \$896 \$4,728 \$915 00 \$5,747 \$1,344 \$7,092	500 \$3,832 \$896 \$4,728 \$915 \$6,403 00 \$5,747 \$1,344 \$7,092 \$10,801	800 \$3,832 \$896 \$4,728 \$915 \$6,403 \$2,472 00 \$5,747 \$1,344 \$7,092 \$10,801 \$3,708	00 \$3,82 \$896 \$4,728 \$915 \$6,403 \$2,472 \$649 00 \$5,747 \$1,344 \$7,092 \$10,801 \$3,708 \$973	
130 Post root 50,100 50,440 50 50,440 50 50,440 50 50,440 50 50,440 50 50,410 50 50,410 50 50,410 50 50,410 50 50,410 50 50,410 50 50,410 50 50,410 50 <th< td=""><td>130 For Stadie For Stadie For Stadie 51,63 0 51,63 51,63 51,63 5</td><td>130 14 activative (2.5)prod 10 beam 10 bea 10 bea 10 bea</td><td>130 -76 ± 30.4 -76 \pm 30.4 -76 \pm 30.4</td><td>130 1.10 Vacant 1.10 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 1.10<td></td><td>Assistant Principal 1.(</td><td>0 Osborne (Hamakawa)</td><td>), Coryn 9</td><td>/21/2015</td><td>100%</td><td>\$6,180</td><td>4</td><td>\$24,720</td><td></td><td></td><td>\$24,7</td><td>8</td><td>20 \$1,533</td><td>20 \$1,533 \$358</td><td>20 \$1,533 \$358 \$1,891</td><td>20 \$1,533 \$358 \$1,891 \$1,427</td><td>20 \$1,533 \$358 \$1,891 \$1,427 \$7,136</td><td>20 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989</td><td>0 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989 \$260</td></td></th<>	130 For Stadie For Stadie For Stadie 51,63 0 51,63 51,63 51,63 5	130 14 activative (2.5)prod 10 beam 10 bea 10 bea 10 bea	130 -76 ± 30.4 -76 \pm 30.4 -76 \pm 30.4	130 1.10 Vacant 1.10 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 Vacant 1.10 <td></td> <td>Assistant Principal 1.(</td> <td>0 Osborne (Hamakawa)</td> <td>), Coryn 9</td> <td>/21/2015</td> <td>100%</td> <td>\$6,180</td> <td>4</td> <td>\$24,720</td> <td></td> <td></td> <td>\$24,7</td> <td>8</td> <td>20 \$1,533</td> <td>20 \$1,533 \$358</td> <td>20 \$1,533 \$358 \$1,891</td> <td>20 \$1,533 \$358 \$1,891 \$1,427</td> <td>20 \$1,533 \$358 \$1,891 \$1,427 \$7,136</td> <td>20 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989</td> <td>0 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989 \$260</td>		Assistant Principal 1.(0 Osborne (Hamakawa)), Coryn 9	/21/2015	100%	\$6,180	4	\$24,720			\$24,7	8	20 \$1,533	20 \$1,533 \$358	20 \$1,533 \$358 \$1,891	20 \$1,533 \$358 \$1,891 \$1,427	20 \$1,533 \$358 \$1,891 \$1,427 \$7,136	20 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989	0 \$1,533 \$356 \$1,891 \$1,427 \$7,136 \$989 \$260	
				Indef tracter (2.3 Splord 10 Variation 11 21,630 0 21,630 0 21,630 0 21,630 0 21,630	1300		HOS # 368				\$6,180	12	\$49,440 \$74,160	\$0	\$0	\$74,160	1	\$3,065	\$3,065 \$717 \$4,598 \$1,075	\$4,598 \$1,075 \$5,673	\$3,065 \$717 \$3,782 \$1,484 \$4,598 \$1,075 \$5,673	\$4,085 \$717 \$3,782 \$1,464 \$10,390 \$4,598 \$1,075 \$5,673 \$17,525	\$1,424 \$10,50 \$717 \$5,782 \$1,424 \$10,500 \$1,978 \$4,598 \$1,075 \$5,673 \$17,525 \$2,966	\$3,085 \$1/1 \$3,782 \$1,484 \$10,590 \$1,978 \$519 \$4,598 \$1,075 \$5,673 \$1,464 \$17,525 \$2,966 \$779	
130 131 0 31,650 50 51,650 50 51,650 50 51,650 50 51,650 50 51,650 50 51,650 50 51,650 50		130 131 0 5160 6 56 6 50 50 5160 50 <	100 Variant-do not full 0 31,650 6 9 9 9 9 9 9 100 Laad Schrend Schrend Taached Schrend 0 Variant-do not full 9 <th colspa="</td"><td>120 12 1</td><td></td><td>Lead Teacher K-2 Stipend</td><td>0 Vacant</td><td></td><td></td><td></td><td>\$1,650 \$1.650</td><td>0 0</td><td>\$1,650 \$0</td><td></td><td></td><td>\$1,650 \$0</td><td></td><td>\$102 \$0</td><td>\$102 \$24 \$0 \$0</td><td>\$102 \$24 \$126 \$0 \$0 \$0</td><td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0</td><td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td><td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td><td>\$102 \$24 \$126 \$0 \$0 \$0 \$17 \$0 \$0 \$0 \$0 \$0 \$0 \$17</td></th>	<td>120 12 1</td> <td></td> <td>Lead Teacher K-2 Stipend</td> <td>0 Vacant</td> <td></td> <td></td> <td></td> <td>\$1,650 \$1.650</td> <td>0 0</td> <td>\$1,650 \$0</td> <td></td> <td></td> <td>\$1,650 \$0</td> <td></td> <td>\$102 \$0</td> <td>\$102 \$24 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$0 \$17 \$0 \$0 \$0 \$0 \$0 \$0 \$17</td>	120 12 1		Lead Teacher K-2 Stipend	0 Vacant				\$1,650 \$1.650	0 0	\$1,650 \$0			\$1,650 \$0		\$102 \$0	\$102 \$24 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$0 \$17 \$0 \$0 \$0 \$0 \$0 \$0 \$17
	$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	Lad Tacher 3.5 Siperd 0.0 Variant-donctility 1.55 0 50 <td></td> <td>Lear Tacatrant 3-5 (lated) Col Varant-do not find S 165 C S 0</td> <td>1300</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td> </td> <td>0</td> <td>\$1,650</td> <td>\$0</td> <td>\$0</td> <td>\$1,650</td> <td></td> <td>\$102</td> <td>\$102 \$24</td> <td>\$102 \$24 \$126</td> <td>\$102 \$24 \$126</td> <td>\$102 \$24 \$126 \$0</td> <td>\$102 \$24 \$126 \$0 \$0</td> <td>\$102 \$24 \$126 \$0 \$0 \$17</td>		Lear Tacatrant 3-5 (lated) Col Varant-do not find S 165 C S 0	1300							0	\$1,650	\$0	\$0	\$1,650		\$102	\$102 \$24	\$102 \$24 \$126	\$102 \$24 \$126	\$102 \$24 \$126 \$0	\$102 \$24 \$126 \$0 \$0	\$102 \$24 \$126 \$0 \$0 \$17	
	130 130 136 0 56 50	130 130 0				Lead Teacher 3-5 Stipend 0.	0 Vacant - do not fill				\$1,650 \$1,650	0 0	\$0 \$0			OS OS		8 8	\$0 \$0 \$0	\$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$	
				Lad Service Texperie Condition Condit Condition Condit	1300							0	\$0	\$0	\$0	\$0		\$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0				
1300 1300 1300 0 535 4 50 50 50 50 5aturday School Coordinator 0.00 Passible Future Position 52 4 50 50 50 50 (2010 0.00 Passible Future Position 55 4 50 50 50 50 (2010 0.00 Passible Future Position 10282020 0% 521.43 80 515.261 50 50 2000 2000 School Secretary 100 Passible Future Position 102822020 0% 521.43 80 515.261 520 520.665 2000 School Secretary 100 Passible Future Position for growth 71/2021 0% 510 90 544.926 2000 173 282.0655 173 282.0655 544.926 50 544.926 2000 173 281.00 173 282.0655 500 544.926 549.92 2001 100 Virt2021 0% 518.00 173 544.926 544.926 544.926 2001 173 282.44.926 577.728 57.916 57.916 544.926 544.926 2001 173 282.44.926 <td></td> <td>$\begin{array}{cccccccccccccccccccccccccccccccccccc$</td> <td></td> <td>130 130 531 dividity School Coordinator 0 50</td> <td></td> <td>Lead Science Teacher Stipend 0.0</td> <td>0 Vacant</td> <td></td> <td></td> <td></td> <td>\$1,650 \$1,650</td> <td>0 0</td> <td>\$0 \$0</td> <td></td> <td></td> <td>80 80</td> <td></td> <td>8 8</td> <td>\$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0</td> <td>\$0 \$0<</td>		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$		130 130 531 dividity School Coordinator 0 50		Lead Science Teacher Stipend 0.0	0 Vacant				\$1,650 \$1,650	0 0	\$0 \$0			80 80		8 8	\$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0<	
Saturday School Coordinator 000 Possible Future Physican 525 4 50 90	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $		Saturdity School Coordinator 000 Passible Future Positon 325 4 80 90 90 9010 1 $\frac{225}{10}$ 6 $\frac{225}{10}$ 6 $\frac{20}{10}$ $$	Saturday School Coordinator 00 Prossible Future Pration 525 4 90	1300							0	\$0	\$0	\$0	\$0		\$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0	
(3010 The Manager 12 50 50 50 50 50 50 50 50 50 50 50 50 50	3010 711 12 50		Ofice Manager 12 50			Saturday School Coordinator 0.1	0 Possible Future Positi	ion			\$25 \$25	4 8	\$0 \$0			80 80		80 80	\$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0 \$0 \$0 \$0 \$0 \$0	\$0 \$0<	
Office Manager 80 Stewart, Taphaney 102/62/02/0 0% \$21,43 89 \$15,61 \$15,61 \$15,60 \$2665 \$2665 \$2665 \$266655 \$2666555 \$2666555 \$2666555	Office Manager 800 Stavet, Tephaney 1028/2020 0% 221.43 80 51.561 <	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Office Manager B(0) Stewart, Texpanely 1028/2020 S2, 43 S6 S1, 26	0/3010							12	\$0	\$0	\$0	\$0		\$0	\$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	SO SO SO SO	\$0 \$0 \$0 \$0	
2400 2410 262 544,26 50 50 544,26 50 50 544,26 50 50 544,26 50 50 544,26 50 50 544,26 50 50 544,26 50 544,26 50 544,26 50 544,26 51 546 541 541 546 541 546 54	2400 240 School Seretary 800 Vacant 7/12021 0% 818.00 89 82.81.6 80 80 84.926 813.01 84.928 2400 School Seretary 800 Vacant 7/12021 0% 818.00 89 82.81.6 20 810 22.491 2400 Paret Lason (625 FTE) 500 Inguez. Isabel 7/12020 0% 815.45 89 86.975 8139 7.728 80 83.7728 80 80.8738 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 83.7728 80 80 80.7728 80 80 80.7728 80 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80.7728 80 80 80 80.7728 80 80 80.7728 80 80 80 80.7728 80 80 80.7728 80 80 80 80.7728 80 80 80.7728 80 80 80 80 80.7728 80 80 80 80 80 80.7728 80 80 80 80 80 80 80 80 80 80 80 80 80	2400 241 262 244 26 50 50 54 26 50 54 26 50 54 26 50 54 26 50 54 26 54 54 54 54 54 54 54 54 54 54 54 54 54	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	240 2.4		Office Manager 8.4	0 Stewart, Tephaney 0 Pos #379	10	1/26/2020	%0	\$21.43 \$21.43	89 173	\$15,261 \$29,665			\$15,261 \$29,665		\$946 \$1,839	\$946 \$221 \$1,839 \$430	\$946 \$221 \$1,167 \$1,839 \$430 \$2,269	\$946 \$221 \$1,167 \$723 \$1,839 \$430 \$2,269 \$752	\$946 \$221 \$1,167 \$723 \$3,616 \$1,839 \$430 \$2,269 \$752 \$5,265	\$946 \$221 \$1,167 \$723 \$3,616 \$0 \$1,839 \$430 \$2,269 \$752 \$5,265 \$0	\$946 \$221 \$1,167 \$723 \$3,616 \$0 \$160 \$1,839 \$430 \$2,269 \$752 \$5,265 \$0 \$311	
School Secretary 8.00 Vacant 7/1/2021 0% \$18.00 89 \$12.816 \$2.823 \$2.912 \$2.837/128 \$2.912 \$2.837/128 \$2.837/128 \$2.837/128 \$2.877/128 \$2.970/18 \$2.770/18	School Sacretary 8.00 Varant 71/12021 0% 51.8.00 87.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.816 57.2.81 57.2.91 57.	School Secretary 800 Vacant 71/2021 0% 818.00 89 87.2616 97.2616 97.2616 2400 New position for growth 711/2021 0% 818.00 173 82.4192 82.4912 87.2616 2401 New position for growth 711/2021 0% \$16.40 77.28 \$37.728 \$50 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.728 \$57.738 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 \$57.748 <td>School Scarefary 800 vacant 71/2021 0% 818.00 82.816 52.816 51.2.817 51.2.817 51.2.817 51.2.817 51.2.817 51.2.817 51.2.914 51.2.817 51.2.914 51.2.91</td> <td>$\begin{array}{c c c c c c c c c c c c c c c c c c c$</td> <td>2400</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>262</td> <td>\$44,926</td> <td>\$0</td> <td>\$0</td> <td>\$44,926</td> <td></td> <td>\$2,785</td> <td>\$2,785 \$651</td> <td>\$2,785 \$651 \$3,437</td> <td>\$2,785 \$651 \$3,437</td> <td>\$2,785 \$651 \$3,437 \$8,881</td> <td>\$2,785 \$651 \$3,437 \$8,881 \$0</td> <td>\$2,785 \$651 \$3,437 \$8,881 \$0 \$472</td>	School Scarefary 800 vacant 71/2021 0% 818.00 82.816 52.816 51.2.817 51.2.817 51.2.817 51.2.817 51.2.817 51.2.817 51.2.914 51.2.817 51.2.914 51.2.91	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	2400							262	\$44,926	\$0	\$0	\$44,926		\$2,785	\$2,785 \$651	\$2,785 \$651 \$3,437	\$2,785 \$651 \$3,437	\$2,785 \$651 \$3,437 \$8,881	\$2,785 \$651 \$3,437 \$8,881 \$0	\$2,785 \$651 \$3,437 \$8,881 \$0 \$472	
2400 - 262 537,728 50 50 537,728 - 262 537,728 50 50 537,728 - 262 537,728 50 50 537,728 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 267 531 - 273 5	2400 2410 265 FTE) 500 Inguez. Isabel 7/1/2020 0% \$15.45 89 \$6.877 85 50 \$30 \$37.728 7.00 \$37.240 7.00 \$35.339 7.00 \$35.339 7.00 \$35.03 \$30.778 7.00 \$35.	2400 2410 242 57.728 50 50 1aguez.lashel 7/1/2020 0% 515.45 89 56.87.728 50 50 537.728 20 537.728 20 537.728 20 2014 25.0	2400 2400 Parent Lialicon (625 FTE) 5.00 Inguez. Isabel 2900 2000 2000 Food Services Coordinator (87 FTE) 6.00 Ryan. Crystal Food Services Coordinator (87 FTE) 6.00 Ryan. Crystal 515,45 173 515,45 173 515,45 6.0 S5,562 S371 55,00 S5,563 5373 515,45 173 51,516 51,520 51,517 55,00 S5,562 51,718 55,00 S5,553 517,760 75,554 61 55,562 5371 55,00 S5,553 5333 517,760 75,554 61 55,562 5371 55,00 S5,553 5333 517,760 75,554 71 55,00 S5,562 71 55,00 S5,553 5333 517,760 75,554 71 55,00 S5,552 71 55,00 S5,553 5333 517,760 75,554 71 55,00 S5,552 71 55,00 S5,553 5333 517,760 75,554 71 55,00 S5,552 71 55,00 S5,552 71 55,00 S5,553 5333 517,760 75,554 71 55,00 S5,552 71 55	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$		School Secretary 8.1	0 Vacant 0 New position for grov	wth	7/1/2021	%0	\$18.00 \$18.00	89 173	\$12,816 \$24,912			\$12,816 \$24,912		\$795 \$1.545	\$795 \$186 \$1.545 \$361	\$795 \$186 \$980 \$1.545 \$361 \$1,906	\$795 \$186 \$980 \$700 \$1.545 \$361 \$1,906 \$728	\$795 \$186 \$980 \$700 \$2,800 \$1,545 \$361 \$1,906 \$728 \$5,096	\$795 \$186 \$980 \$700 \$2,800 \$0 \$1545 \$361 \$1,906 \$728 \$5,096 \$0	\$785 \$186 \$980 \$700 \$2,800 \$0 \$135 \$1,545 \$361 \$1,906 \$728 \$5,096 \$0 \$262	
Parent Liaison (<i>625</i> FTE) 5.00 Injguez, isabel 7/1/2020 0% \$15.45 89 \$6.875 \$139 \$7,014 0.50 Dex#1280 \$15.45 173 \$13.86 \$13.96 \$13.96	Parent Laison (625 FTE) 5.00 Inguez, Isabel 7/1/2020 0% \$15,45 6.9 \$6,875 \$13 \$7,014 2800 0.50 Poar#300 7/1/2020 0% \$15,45 173 \$13,364 \$13,394 \$5,039 \$7,139 \$13,394 2800 2800 \$15,45 173 \$13,364 \$10 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,039 \$5,0339 <td< td=""><td>Parent Liaison (625 FTE) 5.00 Inguex. isabel 71/12020 0% 515.45 173 51.394 57.014 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.305</td><td>Parent Laison (6.25 FTE) 5.00 Inguex. isabel 71/2020 0% 515.45 173 513.94 57.71 513.94 57.014 2000 0.50 Pos #300 71/12020 0% 515.45 173 513.94 513.34 513.74 513.34 513.74 51</td><td>Parent Labora 500 Inguez, Isabel 71/2020 0% 515.45 69 56.875 513.99 57.014 2000 0.50 Post #300 71.7020 0% 515.45 513.964 513.964 513.364 513.364 513.364 513.364 50.370 50.373 2000 Post #300 0% 71.62 282 820.340 513.96 50.370</td><td>2400</td><td></td><td></td><td></td><td></td><td></td><td></td><td>262</td><td>\$37,728</td><td>\$0</td><td>\$0</td><td>\$37,728</td><td></td><td>\$2,339</td><td>\$2,339 \$547</td><td>\$2,339 \$547 \$2,886</td><td>\$2,339 \$547 \$2,886</td><td>\$2,339 \$547 \$2,886 \$7,896</td><td>\$2,339 \$547 \$2,886 \$7,896 \$0</td><td>\$2,339 \$547 \$2,886 \$7,896 \$0 \$396</td></td<>	Parent Liaison (625 FTE) 5.00 Inguex. isabel 71/12020 0% 515.45 173 51.394 57.014 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.304 57.305	Parent Laison (6.25 FTE) 5.00 Inguex. isabel 71/2020 0% 515.45 173 513.94 57.71 513.94 57.014 2000 0.50 Pos #300 71/12020 0% 515.45 173 513.94 513.34 513.74 513.34 513.74 51	Parent Labora 500 Inguez, Isabel 71/2020 0% 515.45 69 56.875 513.99 57.014 2000 0.50 Post #300 71.7020 0% 515.45 513.964 513.964 513.364 513.364 513.364 513.364 50.370 50.373 2000 Post #300 0% 71.62 282 820.340 513.96 50.370	2400							262	\$37,728	\$0	\$0	\$37,728		\$2,339	\$2,339 \$547	\$2,339 \$547 \$2,886	\$2,339 \$547 \$2,886	\$2,339 \$547 \$2,886 \$7,896	\$2,339 \$547 \$2,886 \$7,896 \$0	\$2,339 \$547 \$2,886 \$7,896 \$0 \$396	
	2900 2800 2800 2800 28139 50 789 50 789 50 779 50 779 50 779 50 779 50 779 50 779 50 779 50 779 50 779 50 750 779 50 750 779 55 250 779 55 250 751 750 55 250 50 55 250 51 750 55 250 51 750 55 250 51 750 550 550 550 550 550 550 550 550 550	2800 2800 780 280 780 781 282 520,240 5139 50 520,379 50 520,379 50 520,379 50 520,379 50 520,379 50 520,379 50 515,45 50 515,45 50 515,45 50 513,266 513,266 513,796	2900 2900 Food Services Coordinator(87 FTE) 6.00 Ryan, Crystal 8/1/2020 0% \$15.45 60 \$5,50.240 \$139 \$0 \$20.379 6.00 Ryan, Crystal 8/1/2020 0% \$15.45 143 \$13.256 \$371 \$5.40 \$13,796 53.10 Ryan, Crystal 8/1/2020 0% \$15.45 147 \$1.452 \$197 \$5.40 \$19,729 Supper Coordinator 2.00 Ryan, Crystal 8/1/2020 0% \$15.45 147 \$1.452 \$190 \$3.345	290 290 Food Services Coordinator (87 FTE) 600 Ryan, Crystal 8/1/2020 0% 515.45 60 55.62 571 55.40 5139 50 55.03 515.45 143 51.256 51.719 55.40 51.378 203 516.918 5371 55.40 51.978 203 516.918 5371 55.40 51.978 203 516.918 5371 55.40 51.972 203 Fig. 143 51.256 51.728 203 Fig. 143 51.258 51.728 203 Fig. 143 51.728 51.728 203 Fig. 143 51.728 51.728 203 Fig. 143 51.728 51.728 203 Fig. 143 51.728 51.728 51.728 51.728 203 Fig. 143 51.728 5		Parent Liaison (.625 FTE) 5.(0 Iniguez, Isabel 0 Pos #380		7/1/2020	%0	\$15.45 \$15.45	89 173	\$6,875 \$13.364	\$139		\$7,014 \$13.364		\$435 \$829	\$435 \$102 \$829 \$194	\$435 \$102 \$537 \$829 \$102 \$1022	\$435 \$102 \$537 \$0 \$829 \$194 \$1.022 \$0	\$435 \$102 \$537 \$0 \$0 \$829 \$104 \$1172 \$1 \$0	\$435 \$102 \$537 \$0 \$0 \$0 \$829 \$144 \$1.022 \$0 \$0	\$435 \$102 \$537 \$0 \$0 \$74 \$499 \$194 \$1.029 \$0 \$0 \$140	
		6310 203 \$18,818 \$371 \$540 \$19,729	G310 203 \$18,818 \$371 \$540 \$19,729 Supper Coordinator 2.00 Ryan, Crystal 8/1/2020 0% \$15,45 47 \$1,452 \$1,452 Supper Coordinator 0.50 Poe#332 \$15,45 102 \$3,152 \$180 \$3,345	G310 203 \$18,18 \$371 \$540 \$16,729 Supper Coordinator 2.00 Ryan, Crystal 8/1/2020 0% \$15,45 47 \$1,422 <td></td> <td>Food Services Coordinator(.87 FTE) 6.(0.5</td> <td>0 Ryan, Crystal 0 Pos #381</td> <td></td> <td>8/1/2020</td> <td>%0</td> <td>\$15.45 \$15.45</td> <td>60 143</td> <td>\$5,562 \$13,256</td> <td>\$371</td> <td>\$540</td> <td>\$5,933 \$13.796</td> <td></td> <td>\$368 \$855</td> <td>\$368 \$86 \$855 \$200</td> <td>\$368 \$86 \$454 \$855 \$200 \$1,055</td> <td>\$368 \$86 \$454 \$723 \$855 \$200 \$1,055 \$752</td> <td>\$368 \$86 \$454 \$723 \$1,808 \$855 \$200 \$1,055 \$752 \$2,632</td> <td>\$368 \$86 \$454 \$723 \$1,808 \$0 \$655 \$200 \$1,055 \$752 \$2,632 \$0</td> <td>\$368 \$86 \$454 \$723 \$1,008 \$0 \$62 \$855 \$200 \$1,055 \$752 \$2,652 \$0 \$145</td>		Food Services Coordinator(.87 FTE) 6.(0.5	0 Ryan, Crystal 0 Pos #381		8/1/2020	%0	\$15.45 \$15.45	60 143	\$5,562 \$13,256	\$371	\$540	\$5,933 \$13.796		\$368 \$855	\$368 \$86 \$855 \$200	\$368 \$86 \$454 \$855 \$200 \$1,055	\$368 \$86 \$454 \$723 \$855 \$200 \$1,055 \$752	\$368 \$86 \$454 \$723 \$1,808 \$855 \$200 \$1,055 \$752 \$2,632	\$368 \$86 \$454 \$723 \$1,808 \$0 \$655 \$200 \$1,055 \$752 \$2,632 \$0	\$368 \$86 \$454 \$723 \$1,008 \$0 \$62 \$855 \$200 \$1,055 \$752 \$2,652 \$0 \$145	
Food Services Coordinator (B7 FTE) 6.00 Ryan, Crystal 8/1/2020 0% 51.5.45 60 55.662 5371 55.00 55.303 510 0.50 Pos #381 8/1/2020 0% 51.5.45 1/3 51.3.266 35.4.32 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.17 55.40 51.3.14 51.45	Supper Coordinator 2.00 Ryam, Crystal 8/1/2020 0% \$15.45 47 \$1.452 \$1.452 \$1.452 Supper Coordinator 0.50 Pos #382 8/1/2020 0% \$15.45 1/2 \$1.92 \$1.452 \$1.1720 \$1.1720 \$1.17202	5320 - 149 \$4,604 \$0 \$180 \$4,78 Custodian-Dey 8.00 Corora, Dionisio 8/1/2020 0% \$15,91 89 \$11,330 \$11,330 \$11,330 100 Pos#33 \$15,91 173 \$22,024 \$3,120 \$5,14	Custodan-Day 8.00 Corona, Dionisio 8/1/2020 0% \$15.91 89 \$11.330 \$11.330 \$11.330 \$11.330 \$25.144 \$3.120 \$25.144		0000							262	\$33,355	\$0	\$3,120	\$36,475	10	\$2,261	5 \$2,261 \$529	5 \$2,261 \$529 \$2,790	5 \$2,261 \$529 \$2,790	5 \$2,261 \$529 \$2,790 \$8,881	5 \$2,261 \$529 \$2,790 \$8,881 \$0	5 \$2,261 \$529 \$2,790 \$8,881 \$0 \$383	
Food Services Coordinator (87 FTE) 6.00 Ryan, Cystal 8/12020 0% 515.45 6.0 55.65 5371 55.36 5371 55.36 5371 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.36 53.17 55.34 53.13 55.34 53.13 53.40 53.13 53.13 53.13 53.13 53.40 53.13 53.40 53.13 53.40 53.13 53.40 53.13	Super Coordinator 200 Ryan, Crystal 8/1/2020 0% \$15,45 47 \$1,45 \$1,46 \$2,160 \$4,17 \$4,17 \$2,16 \$4,164 \$5,11,30 \$1,130 \$1,130 \$1,130 \$2,16 \$1,130 \$1,130 \$2,17 \$2,17 \$2,14 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16 \$2,17 \$2,16	53.0 (4.7) (4.6) (4.7) (4.7) (4.6) (4.7) (Custodian - Day 800 Corona. Dicrisio 8/1/2020 0% \$15.91 89 \$11,330 \$11,330 \$11,330 \$11,330 \$11,330 \$11,330 \$21,330 \$31,20 \$55,11 \$21,330 \$31,20 \$55,11 \$22,2024 \$33,120 \$55,11 \$25,120 \$36,41 \$30,41 \$30,41 \$30,41 \$30,41 \$31,20 \$36,41 \$31,42 \$33,420 \$30,41 \$30,41 \$31,420 \$30,41<	0000 262 \$33,355 \$0 \$3,120 \$36,4;		Custodian - Night 8.1	0 Harris, Tim 0 Pos #384	2	116/2020	%0	\$15.91 \$15.91	89 173	\$11,330 \$22,024		\$3,120	\$11,3: \$25,14	8 4	30 \$702 44 \$1,559	30 \$702 \$164 44 \$1,559 \$365	30 \$702 \$164 \$867 44 \$1,559 \$365 \$1,924	30 \$702 \$164 \$867 \$723 44 \$1,559 \$365 \$1,924 \$752	30 \$702 \$164 \$867 \$723 \$3616 44 \$1,559 \$365 \$1,924 \$752 \$5,265	30 \$702 \$164 \$867 \$723 \$3.616 \$0 44 \$1.559 \$365 \$1.924 \$752 \$5.265 \$0	30 \$702 \$164 \$867 \$723 \$3.616 \$0 \$119 44 \$1.569 \$365 \$1.924 \$752 \$5.265 \$0 \$264	

_ ,, ,	Fortune School of Education Salary Budgets July 1, 2021 - June 30, 2022														4.00% So Cal		duq	Schl High	er Ed	
E		141	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly Coot	Months/	S) S)	mposium	Subs for	Total Came	FICA	Medi	Total	4.00% No Cal Medical	. 4 3	4% V 103b 0.0	//C VI05 V	0 To 288 288 288 288 26	otal
2200/0000	inviteo -	-		Laid	1001	1800	262	\$33,355	\$0	\$3,120	\$36,475	\$2,261	\$529	\$2,790		\$8,881	\$0	\$383	\$ 0\$	348,529
2	Custodian - Bridge	4.00	Vacant New position for growth	7/1/2021	%0	\$15.00 \$15.00	89 173	\$5,340 \$10.380	\$180	\$480	\$5,520 \$10.860	\$342 \$673	\$80 \$157	\$422 \$831	S S	S S	°\$ \$	\$58 \$114	. 0	\$6,000 311.805
2200/0000							262	\$15,720	\$180	\$480	\$16,380	\$1,016	\$238	\$1,253	5	\$0	\$0	\$172	\$ 0\$	17,805
-	Instructional Aide - Mental Health	0.00			%0	\$0.00 \$0.00	53 155	\$0 \$	\$0		\$0 \$	\$0 \$0	\$0 \$0	0\$ 0\$	OS OS	88	8 8	\$0 \$0		\$0 \$0
2100/6512		0.50					208	\$0	\$0	\$0	\$0	\$0	\$0	\$0	5	\$0	80	\$0	\$0	\$0
-	Instructional Aide - Special Ed	0.00			%0	\$15.45 \$15.45	53 155	0\$ \$0		\$0	0\$ \$	\$0 \$0	\$0 \$0	°\$0	09 09	% %	°8 8	\$0 \$		\$0
2100/6500		0.50				I	208	\$0	\$0	\$0	\$0	\$0	\$0	\$0	•	\$0	\$0	\$0	\$0	\$0
_	Reading Aide	4.00	Grace, LaShaun Doe #385	12/7/2021	%0	\$15.45 \$15.45	56 130	\$3,461 ¢8.500	\$371	¢360	\$3,832 ¢8 050	\$238 ¢fff	\$56 \$120	\$293 ¢6.85	\$0 8	0\$ 0	0\$	\$40		\$4,165 \$9,730
2100/0000		0.00	000+ 00			04:010	195	\$12,051	\$371	\$360	\$12,782	\$792	\$185	\$978	8	° \$	° \$	\$134	\$ 0\$	513,894
-	Reading Aide	4.00	Gordy, Gerald Pos #386	8/1/2020	%0	\$15.45 \$15.45	56 139	\$3,461 \$8,590	\$371	\$360	\$3,832 \$8.950	\$238 \$555	\$56 \$130	\$293 \$685	OS OS	08 98	0\$ \$	\$40 \$94		\$4,165 \$9.729
2100/0000		2					195	\$12,051	\$371	\$360	\$12,782	\$792	\$185	\$978	2	8	8	\$134	° 80	513,894
	Yoga Instructor	0.00	Vacant - Built into PE	8/1/2020	%0	\$32.96 \$32.96	57 130	0\$ \$0		\$0	\$0 \$0	\$0 \$0	\$0 \$0	°80 80	S S	88	0\$ \$	\$0 \$0		\$0 \$0
2100/0000						1	187	\$0	\$0	\$0	\$0	\$0	\$0	\$0	•	\$0	\$0	\$0	\$0	\$0
	Yoga Lead Teacher	0.20	Goss Pos #347	8/21/2019	%0	\$40.00 \$40.00	11	\$88 \$200	\$192 \$240	\$200	\$280 \$640	\$17 \$40	\$4 \$9	\$21 \$49	OS OS	8	0\$ \$	\$3		\$304 \$696
2100/0000							36	\$288	\$432	\$200	\$920	\$57	\$13	\$70	1	\$0	\$0	\$10	\$0	\$1,000
_	Behavior Technician - (5.5 hr/day) (.69 FTE)	5.50 0.00	Vacant New position for growth	8/1/2021	%0	\$15.00 \$15.00	11 25	\$908 \$2,063	\$1,980 \$2,475		\$2,888 \$4,538	\$179 \$281	\$42 \$66	\$221 \$347	0° 80	8 8	°\$ 8	\$30 \$48		\$3,139 \$4,932
2900							36	\$2,970	\$4,455	\$0	\$7,425	\$460	\$108	\$568		\$0	\$0	\$78	\$0	\$8,071
_	Behavior Technician - (7.5 hr day) (.94 FTE)	7.50 0.50	Mock, Tracy Pos #387	8/1/2020	%0	\$15.45 \$15.45	57 130	\$6,605 \$15,064	\$371	\$675	\$6,976 \$15,739	\$432 \$976	\$101 \$228	\$534 \$1.204	\$723 \$752	S S	°8 8	\$73 \$165	. 29	\$7,583 17.108
2900							187	\$21,669	\$371	\$675	\$22,714	\$1,408	\$329	\$1,738	-	80	80	\$239	\$0\$	24,691
- -	Transitional Kindergarten	1.00	Alvarado, Amber Pos #388	8/1/2020	%0	\$4,999 \$4,999	<i>.</i>	\$14,997 \$39.992			\$14,997 \$39,992	\$930 \$2.479	\$217 \$580	\$1,147 \$3.059	\$723 \$752	\$3,616 \$5.265	0\$ \$	\$157 \$420	8 J	319,917 48.736
1100/1400							11	\$54,989	\$0	\$0	\$54,989	\$3,409	\$797	\$4,207		\$8,881	8	\$577	\$0\$	68,653
2	Kindergarten	1.00	Marques, Samantha Pos#389	8/1/2018	%0	\$5,065 \$5,065	നയ	\$15,194 \$40,517			\$15,194 \$40,517	\$942 \$2.512	\$220 \$587	\$1,162 \$3,100	\$375 \$390	\$1,874 \$2,729	% %	\$160 \$425	8 Y	518,390 46.770
1100/1400							11	\$55,711	\$0	\$0	\$55,711	\$3,454	\$808	\$4,262		\$4,603	\$0	\$585	\$ 0\$	65,160
e	Kindergarten	1.00	Kelleher, Claire Pos #390	8/1/2020	%0	\$5,038 \$5,038	ς α	\$15,115 \$40.306			\$15,115 \$40.306	\$937	\$219 \$584	\$1,156 \$3.083	\$723 \$752	\$3,616 \$5.265	0\$	\$159 \$423	69 3	20,046
1100							11	\$55,421	\$0	\$0	\$55,421	\$3,436	\$804	\$4,240		\$8,881	8	\$582	\$0\$	69,123
4	1st Grade	1.00	Gannon, Jessica Pos#391	8/1/2020	%0	\$5,162 \$5.162	<i>т Ф</i>	\$15,486 \$41.297			\$15,486 \$41.297	\$960 \$2.560	\$225 \$599	\$1,185 \$3.159	\$723 \$752	\$3,616 \$5.265	\$ \$	\$163 \$434	មដ្ឋ	50,449 50.154
1100							11	\$56,783	\$0	\$0	\$56,783	\$3,521	\$823	\$4,344		\$8,881	\$0	\$596	\$0	570,604
2	1st Grade	1.00	Nance, Danielle	8/1/2020	%0	\$4,999	с с	\$14,997			\$14,997	\$930	\$217	\$1,147	\$723	\$3,616	S 3	\$157	\$ \$	519,917
1100			FOS #594 K			\$4'AGA	11 0	\$54,989	\$0	\$0	\$54,989	\$3,409	167\$	\$4,207	70/\$	\$8,881	8	\$577	\$ 0\$	+0'/ 30
9	2nd Grade	1.00	Vacant December	8/1/2021	%0	\$5,081 * = 0.04		\$15,243			\$15,243	\$945	\$221 *****	\$1,166	\$700	\$2,100 e = 00e	°\$	\$160	6 6 7 6	618,669
1100			0.804 501			Ion'c¢	11 0	\$55,891	\$0	\$0	\$40,040 \$55,891	\$3,465	\$810	\$4,276	07/6	\$7,196	0\$	\$587	s 05	61,949
1 2	K-5 Teacher	1.00	Vacant Now position for reputh	8/1/2021	%0	\$4,933 \$4,033	e a	\$14,799 *30 464			\$14,799 \$30.464	\$918 \$2.447	\$215 \$573	\$1,132 \$3.010	\$700	\$2,100 \$5,006	\$	\$155 \$11.4	es 2	518,187 17 003
1100						0000 T	4	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151	0216	\$7,196	\$	\$570	s 0\$	66,180
8	K-5 Teacher	1.00	Vacant New societion for records	8/1/2021	%0	\$4,933 \$4,033	<i>с</i> , а	\$14,799 \$30.464			\$14,799 \$20.464	\$918 \$2.447	\$215 **72	\$1,132 \$2.010	\$700	\$2,100 \$5,006	\$	\$155 \$11.4	69 J	518,187 17.002
1100			New position for growin			002't¢	°≂	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151	071¢	\$7,196	\$	\$570	\$ 0\$	41,930
16	K-5 Teacher	1.00	Vacant	8/1/2021	%0	\$4,933	e	\$14,799			\$14,799	\$918	\$215	\$1,132	\$700	\$2,100	\$0	\$155	ŝ	318,187

cation		0000
Бđ		8
ç		-
School	iudgets	
m	m	c

Educati		30, 20
e School of E	Budgets	2021 - June
Fortune	Salary	July 1.

	July 1, 2021 - June 30, 2022			/000 0											4.00% So (Cal	Put	Schl Hig	her Ed
	Position	FTE		5.00.76 Hire Date	70 01 Tear Eligible for 403b	Monthly Cost	Months/ Hours Paid	Salary C	Symposium Other Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes N	4.00% No Medical Mo. Premium Ann	ual Cost h.	4 % 403b Aatch 0.	0105	2088 2088 2088
			New position for growth			\$4,933	8	\$39,464			\$39,464	\$2,447	\$572	\$3,019	\$728	\$5,096	\$0	\$414	
1100							11	\$54,263	\$0	0\$	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0
	K-5 Teacher	00.0			%0	\$4,933 \$4,033	e a	\$0			0\$ 0\$	\$0	\$0	\$0 \$0	\$700	\$0	8	\$0	
1100						000	7	\$0	\$0	\$0	80	\$0\$	\$0	\$	0714	\$0	\$	\$0	\$0
	K-5 Teacher	0.00			%0	\$4,933 \$4,933	en α	\$0 \$			0\$	\$0 \$0	0\$ 0	0\$ 0\$	0\$ 0\$	\$0 \$	0\$	\$0 \$0	
1100							11	\$0	\$0	\$0	\$0	\$0	\$0	\$0	a d	\$0	\$0	\$0	\$0
10	PE Teacher	8.00	Prieto, Yeimi	8/1/2020	%0	\$32.52	65	\$16,909			\$16,909	\$1,048	\$245	\$1,294	\$700	\$3,500	\$0	\$178	
1100		1.00	Pos #394 Increase ETE to 1 00			\$32.52	148	\$38,500	Ş	Ş	\$38,500	\$2,387	\$558 ¢803	\$2,945	\$728	\$5,096 ¢8.506	8	\$404 \$58.7	Ş
3	Education Specialist	1.00	Bingham, Sharon	8/1/2019	%0	\$5,379	7 3 3	\$16,137	D¢	D¢	\$ 10, 409 \$ 16, 137	\$1,000 \$1,000	\$234 \$	\$4,239 \$1,234	\$1.351	\$6.756	n 05	\$169	De la
			Pos #396			\$5,379	8	\$43,031			\$43,031	\$2,668	\$624	\$3,292	\$1,405	\$9,837	\$0	\$452	
1100/6500			Increase FTE to 1.00				11	\$59,167	\$0	\$0	\$59,167	\$3,668	\$858	\$4,526		\$16,593	\$0	\$621	\$0
	Performing Arts Teachers (Title I) ART	0.50	Garcia, Patti Doo #305	8/1/2020	%0	\$6,599 **	<i>с</i> о о	\$9,898 *76 306			\$9,898 *75 306	\$614	\$144	\$757	\$723	\$1,085	°80	\$104	
1100/3010			001100			000'00	1	\$36,294	\$0	\$0	\$36,294	\$2,250	\$526	\$2,776	70 I Å	\$3,717	\$	\$381	\$0
	Parent Academy Presenters	7.7	00			\$75.00	-	\$0			\$0	\$	\$0	\$	0\$	0\$	\$	\$0	
						\$75.00	0	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
1900								\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
	Child Care for Parent Academies	<u>,</u>	00	1.0		\$15.90	7.5	\$119			\$119	\$7	\$2	6\$	80	\$0	\$0	\$1	
2900	Child Care for Parent Workshops			-		08.01\$	D	\$119	\$0	\$0	\$119	\$7	\$0 \$2	0\$ 6\$	0	° \$0	8	\$1	\$0
	Saturday Instructors	5	.00	er Sat		\$100.00 \$100.00	æ	\$0 \$1,600			\$0 \$1.600	0\$	\$0 \$23	\$0 \$122	\$0 \$0	0\$ 0\$	S 8	\$0 \$17	
1100/3010							8	\$1,600	\$0	\$0	\$1,600	\$99	\$23	\$122		\$0	\$0	\$17	\$0
	Substitute Teachers (12 sick/2 floater/1 misc)	10.	.00 Dé	aily rate		\$200	0	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
	(no subs for Principa//Ed Specialist)					\$200	15	\$30,000			\$30,000	\$1,860	\$435	\$2,295	\$0	\$0	\$0	\$315	
1130							15	\$30,000	\$0	\$0	\$30,000	\$1,860	\$435	\$2,295		\$0	\$0	\$315	\$0
	Subtotal Site Salaries for TPCP							\$1,105,446	\$6,689	\$9,035	\$1,121,170	\$69,513	\$16,257	\$85,769		\$165,119	\$6,674 \$	11,772	\$ 0\$

\$24,297 \$56,611 \$0 \$80,908 \$11,844 \$31,324 \$0 \$43,169

\$0 \$0 \$0 \$0 \$0 \$0 \$21,880 \$21,880 \$268,826

Total Costs \$47,993 \$66,180

\$0 \$1,739 \$0 \$1,739

\$0 \$0 \$130 \$130 \$130

\$0 \$32,610 \$0 \$32,610

\$0 \$1,390,505

VIII.B.530.

1100/3010

	Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023															4.00% So Ce	-	dug	Schl High	er Ed	
	Position	FTE		Increase	3.00% Hire Date	% of Year Eligible for I 403b	Gross Monthly Cost Ho	fonths/ urs Paid	Sy Salary Othe	mposium - Adiustmer	Subs for Sick Davs	Total Comp	FICA 0.062	Medi 0.0145	Total No.	4.00% No Ca Aedical Premium Annua	al Cost	4% 403b 0.0 Match 0.0	0105 0.0 WC	0 4 888 889 €	otal
	Fortune School County-wide	1				an 1	2	5													
41	Athletic Director	1.00	Swafford, D. Posti 29		8/1/2016	100% yes flat 700	\$5, 149 \$5, 149	480	\$20,596 \$41,191 \$61,787	0\$	0\$	\$20,596 \$41,191 \$61,787	\$1,277 \$2,554 \$3,831	\$299 \$597 \$896	\$1,576 \$3,151 \$4 727	\$1,487 \$1,546	\$7,435 \$10,825 \$18.259	\$824 \$1,648 \$2,471	\$216 \$433 \$649	09 09	\$30,646 \$57,247
	Admin Assistant Stipend	1.00	Terrell, E.			%0	\$2,500	i ← c	\$0 \$0	•	}	\$0 \$0	\$0	\$0 \$0	\$0	\$0	0\$	\$0	\$0 \$0	≯ >	\$0
2400/0500								-	\$2,500	\$0	\$ 0	\$2,500	\$155	\$36	\$191	0¢	\$0 \$	\$0\$	\$26	\$0	\$2,718
	Boys Basketball- Head Stipend 5-8	1.00				%0	\$2,500	- 0	\$0 \$2,500			\$0 \$2,500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$26		\$0 \$2,718
2100/0500								-	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191		\$0	\$0	\$26	\$0	\$2,718
2100/0500	Boys Basketball- Assistant Stipend 5-8	1.00				%0	\$1,250	- 0 -	\$0 \$1,250 \$1,250	\$0	\$	\$0 \$1,250 \$1,250	\$0 \$78 \$78	\$0 \$18 \$18	\$96 \$96	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$13 \$13	\$0	\$0 \$1,359 \$1,359
	Boys Basketball- Head Stipend High School	1.00	Vacant			%0	\$5,000	- 1	\$0			\$0	\$0	\$0	ŝ	\$0	80	\$0	\$0		\$0
2100/0500								- 0	\$5,000 \$5,000	\$0	\$0	\$5,000 \$5,000	\$310 \$310	\$73 \$73	\$383	\$0	808	\$0 \$	\$53 \$53	\$0	\$5,435 \$5,435
2100/0500	Boys Basketball- Assistant Stipend High School	1.00	Vacant			%0	\$1,500	- 0 -	\$0 \$1,500 \$1.500	0\$	95	\$0 \$1,500 \$1.500	\$03 \$93	\$0 \$22 \$22	\$0 \$115 \$115	\$0 \$0	S S S	\$0 \$0	\$0 \$16 \$16	05	\$0 \$1,631 \$1,631
	Girls Baskathall, Head Stinand 6-8	0				700	¢2 500	- -	0\$:	:	09	9	5	Ş	0\$	5	5	Ş		09
2100/0500		0				80	000 '7¢	- 0 -	\$2,500 \$2,500	\$0	\$0	\$2,500 \$2,500	\$155 \$155 \$155	\$36 \$36	\$191 \$191	0 \$	888	808	\$26 \$26	\$0	\$2,718 \$2,718
2100/0500	Girls Basketball- Assistant Stipend 5-8	1.00				%0	\$0	- 0 -	\$0 \$0	Ş	Ş	\$0 \$0	\$0 \$0	8 8 8	8 8 8	\$0 \$	ତ ତ	\$0 \$0	S S S	Q\$	88
20000017	Cith Brokothall Hond Stimmed Link School	8	trees.			700	¢E 000		o ⊂ #	\$	2	o ⊂	o ⊂ ≯ 6	8	6	60	ŝ	¢ ∳	e e	\$	
2100/0500	Giris basketbali- riead supend righ school	00.1	vacant			%0	000'e¢	- 0 -	\$5,000 \$5,000	\$0	\$0	\$5,000 \$5,000 \$5,000	\$310 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	0 \$	6	09 89 89 89	\$53 \$53	\$0	\$5,435 \$5,435 \$5,435
2100/0500	Girls Basketball-Assistant Stipend High School	1.00	Vacant			%0	\$1,500	- 0 -	\$0 \$1,500 \$1,500	\$0	\$0	\$0 \$1,500 \$1,500	\$0 \$93 \$93	\$0 \$22 \$22	\$0 \$115 \$115	\$0 \$0	୫ ୧୪	80 80 80	\$0 \$16 \$16	\$0	\$0 \$1,631 \$1,631
2100/0500	Basketball Development (Intramurals) Not in 20-21	0.00				%0	\$500	-0-	0\$ \$0	S	0\$	\$0 \$0 \$0	\$0 \$0 \$0	୫ ୫ ୫	% %	\$0 \$0	୫ ୫ ୫	\$0 \$0	8 8 8	\$0	୫ ୫ ୫
2100/0500	Rugby Development (Intramurals) Not in 20-21	0.00				%0	ŝ	- 0 -	\$0 \$0 \$	\$	\$	\$0 \$0 \$0	\$0 \$0	888	\$0 \$0	\$0 \$	% %	\$0 \$0	% %	\$0	୫ ୫ ୫
2100/0500	Boys Track- Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	80	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$36 \$36 \$36	\$0 \$191 \$191	\$0 \$	୫ ୫ ୫	\$0 \$0 \$0	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
	Boys Track- Assistant Stipend High School	1.00	Vacant			%0	\$1,250	- 0	\$0 \$1,250			\$0 \$1,250	\$0 \$78	\$0 \$18	0\$ \$	0\$ \$0	୍ଷ କ୍ଷ	\$0 \$	\$0 \$13		\$0 \$1,359
2100/0500								1	\$1,250	0\$	\$0	\$1,250	\$78	\$18	96\$		0\$	\$0	\$13	\$0	\$1,359
2100/0500	Girls Track- Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$0	\$0	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	\$0 \$	ତ୍ତ ତ୍ର	8 8 8	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
2100/0500	Girls Track-Assistant Stipend High School	1.00	Vacant			%0	\$1,250	- 0 -	\$0 \$1,250 \$1,250	\$	\$	\$0 \$1,250 \$1,250	\$0 \$78 \$78	\$0 \$18 \$18	96\$ 96\$	\$0 \$0	୫ ୫ ୫	% % %	\$0 \$13 \$13	0\$	\$0 \$1,359 \$1,359
210010500	Boys Soccer- Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500	ç	ç	\$0 \$2,500	\$0 \$155 \$155	\$0 \$36	\$0 \$191	\$0 \$0	888	8 8 8	\$0 \$26	ç	\$0 \$2,718
100000012	Boys Soccer - Assistant Stipend High School	1.00	Vacant			%0	\$1,000		000 PC	D¢	0¢	0\$	000 8	0000	0\$	0\$	° 8	0% 0%	050	0¢	0\$ 0\$
2100/0500							ļ		\$1,000	\$0	\$0	\$1,000	\$62	\$15 \$15	217	0¢	8	8	\$11	\$0	\$1,087
	Girls Soccer - Head Stipend High School	1.00	Vacant			%0	\$2,500	1 0	\$0 \$2,500			\$0 \$2,500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$26		\$0 \$2,718
2100/0500								۲	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191		\$	\$0	\$26	\$0	\$2,718
2100/0500	Girls Soccer - Assistant Stipend High School	1.00	Vacant			%0	\$1,000	- 0 -	\$0 \$1,000 \$1 000	80	80	\$0 \$1,000 \$1.000	\$0 \$62 \$62	\$0 \$15 \$15	\$77 \$77	\$0 \$0	୫ ୫ ୫	8 8 8	\$0 \$11 \$11	\$0	\$0 \$1,087 \$1087
	Boys Volleyball- Head Stipend High School	1.0	00 Vacant			%0	\$2,500		\$0	>	2	0\$	\$0	2 05	8	0\$	\$ \$	20 8	\$0	>	\$0
2100/0500								0 +	\$2,500 \$2,500	\$0	80	\$2,500 \$2,500	\$155 \$155	\$36 \$36	\$191 \$191	\$0	88	88	\$26 \$26	\$0	\$2,718 \$2,718

	Fortune School of Education																				
	Salary Budgets July 1, 2022 - June 30, 2023		Incre	ase 3.00% Hire	% of Y Eligible	ear Gr for Mor	oss othly Month	/s	Sympo	osium S	ubs for		FICA	Medi	Total	4.00% So Ca 4.00% No Ca Medical	al al	Pub 4% V 03b 0.0	Schi High V/C W 0105 0.0	er Ed /C 088 Tc	otal
	Position Boys Volleyball - Assistant Stipend High School	FTE 1.00	Vacant	Date	403	b C	ost Hours F 1,000	aid St	alary Other Ac \$0	justmer Sid	ck Days T	otal Comp \$0	0.062	0.0145	Taxes Mo.	Premium Annus \$0	al Cost M	1atch 0.0	\$0 0.0	088	sts \$0
2100/0500	0							0 +	\$1,000 \$1,000	\$0	\$0	\$1,000 \$1,000	\$62 \$62	\$15 \$15	\$77 \$77	\$0	\$0 \$0	\$0 \$0	\$11 \$11	\$0	\$1,087
	Girls Volleyball - Head Stipend High School	1.00	Vacant			0% \$	2,500	1 0	\$0 \$2,500			\$0 \$2,500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$26		\$0 \$2,718
2100/050(0							-	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191		\$0	\$0	\$26	\$0	\$2,718
2100/0500	Girls Volleyball - Assistant Stipend High School 0	1.00	Vacant			\$ %0	1,000	- 0 -	\$0 \$1,000 \$1,000	\$0	\$	\$0 \$1,000 \$1,000	\$0 \$62 \$62	\$0 \$15 \$15	\$77 \$77	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$11 \$11	\$0	\$0 \$1,087 \$1,087
	Cheer- Head Stipend 5-8	1.00	Vacant			\$ %0	2,500	- c	\$0 \$2.500			\$0 \$7 500	\$0 \$155	0\$ 985	\$0 \$191	0\$	\$0 \$	\$0	\$0 \$26		\$0 \$2.7.18
2100/0500	0							- -	\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191	\$	\$0	\$0	\$26	\$0	\$2,718
	Cheer- Assistant Stipend 5-8	1.00	Ludd, N			\$ %0	1,250	- 0	\$0 \$1,250	;	;	\$0 \$1,250	\$0 \$78	\$0 \$18	96\$ \$96	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$13	:	\$0 \$1,359
2100/050(. .	\$1,250	\$0	\$0	\$1,250	\$78	\$18	\$96	:	\$0	\$0	\$13	\$0	\$1,359
2100/0500	Cheer- Head Stipend High School 0	1.00	Vacant			\$ %0	6,000	- 0 -	\$0 \$6,000 \$6,000	\$0	\$0	\$000 \$6,000 \$6,000	\$0 \$372 \$372	\$0 \$87 \$87	\$0 \$459 \$459	\$0 \$	\$0 \$0	\$0 \$0	\$63 \$63	\$0	\$0 \$6,522 \$6,522
	Cheer- Assistant Stipend High School	1.00	Vacant			%0	\$0	- 0	8			0\$ \$0	\$0 \$0	\$0 \$0	80 80	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0		\$0 \$0
2100/0500	0							-	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$
2300/0000	Music Director Develop Drumline - Program 030 J	1.00	Stefon Dubose Pos #344	7/1/2	019	\$ %0	8,013 8,013	4 12	\$32,053 \$64,107 \$96,160	\$0	0\$	\$32,053 \$64,107 \$96,160	\$1,987 \$3,975 \$5,962	\$465 \$930 \$1,394	\$2,452 \$4,904 \$7,356	\$1,886 \$1,961	\$9,429 \$13,729 \$23,159	\$0 \$0 \$0	\$337 \$673 \$1,010	\$0 \$1	\$44,271 \$83,413 127,685
	Sub Total Athletics and Drumline								\$210,947	\$0	\$0	\$210,947			\$16,137		\$41,418	\$2,471	52,215	\$	273,189
1300	Fortune School Principal D	1.00	Howard Pos #30	7/1/2 7/29/21	017	100% \$	7,729 7,729	4 8 (1	\$30,914 \$61,828 \$92.742	80	\$0 8	\$30,914 \$61,828 \$92,742	\$1,917 \$3,833 \$5.750	\$448 \$897 \$1.345	\$2,365 \$4,730 \$7,095	\$2,211 \$2,299	\$11,055 \$16,096 \$27,150	\$1,237 \$2,473 \$3.710	\$325 \$649 \$974	\$0 80 81	\$45,895 \$85,776 131.671
	Lead Science Teacher Stipend	1.00	Vacant	7/1/2	016	69	1,650	0	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
1300	0					\$	1,650	00	\$1,650 \$1,650	\$0	\$0	\$1,650 \$1,650	\$102 \$102	\$24 \$24	\$126 \$126	\$0	\$0 \$0	\$0 \$	\$17 \$17	\$0	\$1,794
1300	Lead Teacher K-2 Stipend D	1.00	Vacant	11/12	016	<i>ა</i> ა	1,650 1,650	000	\$0 \$1,650 \$1.650	80	0s	\$0 \$1,650 \$1.650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1.794
				<u>i</u>		•	010		e			e	e	ę	ę	ę	e	e	, e		
1300	Lead Teacher 3-5 Stipend 0	1.00	Vacant	61112	016	** **	1,650 1,650	000	\$0 \$1,650 \$1,650	80	0\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$	\$0 \$0	\$0 \$0 \$	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
2400	Office Manager 0	8.00	Sims Pos# 31	11/12/2	014	100% \$	24.83 24.83	89 173 262	\$17,681 \$34,368 \$52,049	\$0	0\$	\$17,681 \$34,368 \$52,049	\$1,096 \$2,131 \$3,227	\$256 \$498 \$755	\$1,353 \$2,629 \$3,982	\$1,218 \$1,266	\$6,088 \$8,864 \$14,952	\$707 \$1,375 \$2,082	\$186 \$361 \$547	000	\$26,014 \$47,596 \$73,610
0086	School Secretary	8.00	Velasquez, Janet 11/5 Pos# 32	8/3/2/	018	\$ %0	18.76 18.76	89 173 267	\$13,359 \$25,967 *30,335	Q Q	Ş	\$13,359 \$25,967 \$20,326	\$828 \$1,610	\$194 \$377	\$1,022 \$1,986	\$755 \$786	\$3,777 \$5,500	\$0 \$0	\$140 \$273 \$412	67 67 6 6	\$18,298 \$33,726
	Parent Llaison	8.00	Johnson Pos# 33	10/23/2	013	100% \$	24.04 24.04	89 173	\$17,116 \$33,271	:	:	\$17,116 \$33,271	\$1,061 \$2,063	\$248 \$482	\$1,309 \$2,545	\$2,245 \$2,335	\$11,225 \$16,344	\$685 \$1,331	\$180 \$349		\$30,516 \$53,841
290(0							262	\$50,388	\$0	\$0	\$50,388	\$3,124	\$731	\$3,855		\$27,570	\$2,016	\$529	\$0	\$84,357
2200/5310	Food Services Coordinator	6.00	Andrews, J Po鲜 34	1/23/2	012	\$ %0	18.44 18.44	60 143 203	\$6,640 \$15,825 \$22,465	\$443 \$443	\$540 \$540	\$7,083 \$16,365 \$23,448	\$439 \$1,015 \$1,454	\$103 \$237 \$340	\$542 \$1,252 \$1,794	\$0 \$0	\$0 \$0	\$0 \$0	\$74 \$172 \$246	\$0\$	\$7,699 \$17,789 \$25,487
2200/5320	Supper Coordinator	2.00	Andrews, J Pos# 35	8/6/2/	014	\$ %0	18.44 18.44	47 102 149	\$1,734 \$3,763 \$5,496	80	\$180 \$180	\$1,734 \$3,943 \$5,676	\$107 \$244 \$352	\$25 \$57 \$82	\$133 \$302 \$434	\$0 \$0	80 80 80	\$0 \$0 \$0	\$18 \$41 \$60	\$0	\$1,885 \$4,286 \$6.170
	Food Service Coordinator Aide	2:00	Vacant Pos# 304	8/1/2	021	\$ %0	15.91 15.91	54 127	\$1,719 \$4.042	\$382	\$360	\$2,101 \$4,402	\$130 \$273	\$30 \$64	\$161 \$337	0\$ 0\$	\$0 \$	\$0 \$	\$22 \$46		\$2,283 \$4.785
2200/5310	0					•		181	\$5,761	\$382	\$360	\$6,503	\$403	\$94	\$497		\$0	\$0	\$68	\$0	\$7,068
0000/0026	Custodian - Day	8.00	Flores, Ariana Pos# 37	10/24/20	016	\$ %0	18.27 18.27	89 173 262	\$13,008 \$25,286 \$38,204	9	\$3,120	\$13,008 \$28,406 \$41,414	\$807 \$1,761 \$2 568	\$189 \$412 \$601	\$995 \$2,173 \$3,168	\$846 \$880	\$4,229 \$6,157 \$10 386	\$0 \$0	\$137 \$298 \$435	67 67 6 G	\$18,369 \$37,035
0000/0077	C Instruction - Night	0	Doreau Nina	1010111	101	9 %U	16 30	707 08	\$11.670	0	90, 120	\$11 670 \$11 670	000'2¢	\$160	¢0, 100 ¢,803	\$1.233	¢ 10,300	000	64.53	0 0	\$18,840
2200/0000	()	1.00	Pos#114	7/01/1	170	***	16.39		\$11,070 \$22,685 \$34,355	\$	\$3,120 \$3,120	\$11,070 \$25,805 \$37,475	\$1,600 \$2,323	\$374 \$543	\$1,974 \$2,867	\$1,282	\$8,973 \$8,973 \$15,136	\$0 \$0	\$271 \$393 \$393	\$0 \$0	\$37,023 \$55,872
	Custodial - Bridge	4.00	Jackson, Brandon	11/09/2	020	\$ %0	18.45	88	\$6,567	\$221	007.0	\$6,788	\$421	86\$	\$519	0\$	80	\$0	\$71		\$7,378
2200/0000	0	0.00	L02# 1 10			,	10.40	262	\$19,331 \$19,331	\$221	\$480	\$20,032	\$1,242	\$290	\$1,532	ne	\$0 \$	20 \$0	\$210	\$0	\$21,775

	Fortune School of Education Salary Budgets																			
	July 1, 2022 - June 30, 2023	L	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/		Symposium	Subs for	C	FICA	Medi	Total	4.00% So C 4.00% No C Medical	Cal	4% Put 403b 0.	Schi High V/C W 0105 0.01	2 C C C C C C C C C C C C C C C C C C C	otal
2100/6512	Position Instructional Aide - Mental Health (1.00 FTE) (supports HJ, D, BM) 2	8.00 (<mark>3.50)</mark> 0.50	Green Pos #38	Date 9/12/2012	403b 0%	\$19.38 \$19.38 \$19.38	ours Pald 59 142 201	\$9,013 \$9,013 \$21,205 \$30,218	ner Adjustmer \$465 \$465	SICK Uays \$720 \$720	lotal Comp \$9,478 \$21,925 \$31,403	0.062 \$588 \$1,359 \$1,947	0.0145 \$137 \$318 \$455	laxes mc \$725 \$1,677 \$2,402	s. Premium Annu \$0 \$0	al Cost \$0 \$0 \$0	vatcn 0. \$0 \$0 \$0	\$100 0.0 \$100 \$230 \$330	\$0 \$0 \$0 \$0	osts 510,303 223,833 34,135
2100/6512	Instructional Aide - Mental Health (.9625 FTE) (supports MG 1st grade) 2	(<mark>3.1</mark> 0.	70 Hutton, Andrea <mark>20)</mark> Pos #362 50	2/6/2017	%0	\$17.91 \$17.91	59 142 201	\$8,020 \$18,892 \$26,912	\$430 \$430	\$693 \$693	\$8,450 \$19,585 \$28,035	\$524 \$1,214 \$1,738	\$123 \$284 \$407	\$646 \$1,498 \$2,145	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$89 \$206 \$294	\$ \$ \$ \$	611,066 24,026 335,092
2100/6512	Instructional Aide - Mental Health (.95 FTE) (supports AR 1st grade) 2	, <u>(</u> 3, 7	60 Phayboun, Corina 1 <mark>0)</mark> Pos #358 50	2/3/2020	%0	\$16.39 \$16.39	59 142 201	\$7,248 \$17,079 \$24,327	\$393 \$393	\$684 \$684	\$7,641 \$17,763 \$25,405	\$474 \$1,101 \$1,575	\$111 \$258 \$368	\$585 \$1,359 \$1,943	\$0 \$	\$0 \$0	\$0 \$0 \$0	\$80 \$187 \$267	\$0 \$	\$8,306 19,309 \$27,615
2100/0000	Instructional Aide - RTI 0	8.00 (<mark>3.50)</mark> 0.50	Peacock Pos #39	10/24/2013	100%	\$19.38 \$19.38	59 142 201	\$9,013 \$21,205 \$30,218	\$465 \$465	\$720 \$720	\$9,478 \$21,925 \$31,403	\$588 \$1,359 \$1,947	\$137 \$318 \$455	\$725 \$1,677 \$2,402	\$897 \$933	\$2,243 \$3,266 \$5,509	\$379 \$877 \$1,256	\$100 \$230 \$330	\$ 0\$	312,925 27,975 40,900
2100/0000	Yoga Instructor 0	2.00	Goss Pos #345	8/21/2019	%0	\$43.71 \$43.71	57 130 187	\$4,983 \$11,364 \$16,347	\$	\$525 \$525	\$5,507 \$11,364 \$16,872	\$341 \$705 \$1,046	\$80 \$165 \$245	\$421 \$869 \$1,291	\$0 \$	\$0 \$0	\$0 \$0	\$58 \$119 \$177	\$ \$	\$5,986 \$12,353 \$18,340
2100/0000	Yoga Lead Teacher 0	0.20	Goss Pos #347	8/21/2019	%0	\$43.71 \$43.71	11 25 36	\$96 \$219 \$315	\$210 \$262 \$472	\$0	\$306 \$481 \$787	\$19 \$30 \$49	\$4 \$7 \$11	\$23 \$37 \$60	\$0 \$	\$0 \$0	\$0 \$0 \$0	88 83	\$0	\$333 \$523 \$855
2100/3010	Behavior Aide - (Title 1) 0	4.00 (3.50) 0.25	Martin, Onail Pos #40	10/8/2019	%0	\$16.39 \$16.39	56 139 195	\$3,557 \$8,425 \$11,982	\$197 \$197	\$360 \$360	\$3,754 \$8,785 \$12,538	\$233 \$545 \$777	\$54 \$127 \$182	\$287 \$672 \$959	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	\$39 \$92 \$132	\$ 0\$	\$4,080 \$9,549 \$13,629
2100/0000	Reading Aide 0	4.00 0.00 0.25	Ornelas Pos #44	10/3/2016	100%	\$17.91 \$17.91	56 139 195	\$4,011 \$9,956 \$13,967	\$215 \$215	\$360 \$360	\$4,226 \$10,316 \$14,542	\$262 \$640 \$902	\$61 \$150 \$211	\$323 \$789 \$1,112	\$0 \$	\$0 \$0 \$0	\$169 \$413 \$582	\$44 \$108 \$153	\$ 0\$	\$4,763 511,626 516,389
2900	Behavior Technician 0	5.50	Peppers Pos #45	8/17/2016	%0	\$17.91 \$17.91	54 127 181	\$5,320 \$12,511 \$17,830	\$430 \$430	\$360 \$360	\$5,749 \$12,871 \$18,620	\$356 \$798 \$1,154	\$83 \$187 \$270	\$440 \$985 \$1,424	\$0 \$	\$0 \$0 \$0	\$0 \$0	\$60 \$135 \$196	\$ 0\$	\$6,250 \$13,990 \$20,240
2900	Behavior Technician 0	5.50	Vacant Pos #119	1/5/2021	%0	\$15.91 \$15.91	54 127 181	\$4,726 \$11,116 \$15,842	\$382 \$382	\$360 \$360	\$5,108 \$11,476 \$16,584	\$317 \$711 \$1,028	\$74 \$166 \$240	\$391 \$878 \$1,269	\$0 \$0	\$0 \$0	\$0 \$0	\$54 \$120 \$174	\$ \$	\$5,553 \$12,474 \$18,027
2900	Behavior Technician (.94FTE) 0	7.50	Woodyard Pos #120	3/23/2015	%0	\$18.45 \$18.45	57 130 187	\$7,887 \$17,987 \$25,873	\$443 \$443	\$675 \$675	\$8,329 \$18,662 \$26,991	\$516 \$1,157 \$1,673	\$121 \$271 \$391	\$637 \$1,428 \$2,065	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$87 \$196 \$283	\$ \$	\$9,054 \$20,285 \$29,339
1100/1400	1 Kindergarten D	1.00	Morton, Grace Pos#124	8/1/2019	%0	\$5,344 \$5,344	8 11 8	\$16,032 \$42,752 \$58,783	\$0	0\$	\$16,032 \$42,752 \$58,783	\$994 \$2,651 \$3,645	\$232 \$620 \$852	\$1,226 \$3,270 \$4,497	\$780 \$811	\$3,900 \$5,678 \$9,579	\$0 \$0 \$0	\$168 \$449 \$617	\$ \$ \$ \$0\$	21, 327 552, 149 573, 476
1100/1400	2 Kindergarten 0	1.00	Morgan, Theresa Pos #121	8/1/2020	%0	\$5,244 \$5,244	8 11 8	\$15,731 \$41,948 \$57,679	\$0	\$0	\$15,731 \$41,948 \$57,679	\$975 \$2,601 \$3,576	\$228 \$608 \$836	\$1,203 \$3,209 \$4,412	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$165 \$440 \$606	\$ \$ \$0\$	520,860 551,073 571,933
; 1100/1400	3 1st Grade D	1.00	Hicks, Jaunay (formerly Arnett) Pos #46	8/1/2014	%0	\$5,230 \$5,230	3 8 11	\$15,690 \$41,840 \$57,530	80	0\$	\$15,690 \$41,840 \$57,530	\$973 \$2,594 \$3,567	\$228 \$607 \$834	\$1,200 \$3,201 \$4,401	\$788 \$819	\$3,938 \$5,734 \$9,673	\$0 \$0	\$165 \$439 \$604	\$ \$ \$	20,994 551,215 572,208
, 1100/1400	4 2nd Grade - Math/Science 0	1.00	Kersten, Jessica Pos #123	8/1/2019	%0	\$5,203 \$5,203	8 11 8	\$15,609 \$41,624 \$57,232	\$0	\$0	\$15,609 \$41,624 \$57,232	\$968 \$2,581 \$3,548	\$226 \$604 \$830	\$1,194 \$3,184 \$4,378	\$391 \$407	\$1,955 \$2,847 \$4,802	\$0 \$0	\$164 \$437 \$601	\$ \$ \$	518,922 548,092 567,014
t100/1400	5 1st Grade D	1.00	Sowers, Lindsay Pos #399	8/1/2020	%0	\$5,217 \$5,217	8 11	\$15,650 \$41,732 \$57,382	\$	0\$	\$15,650 \$41,732 \$57,382	\$970 \$2,587 \$3,558	\$227 \$605 \$832	\$1,197 \$3,193 \$4,390	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$164 \$438 \$603	\$ \$ \$	520,772 550,838 571,610
) 1100/1400	6 3rd Grade - ELA/SS 0	1.00	Neves, Jennifer Pos #352	8/6/2014	100%	\$6,218 \$6,218	8 11 8	\$18,654 \$49,743 \$68,397	\$	0\$	\$18,654 \$49,743 \$68,397	\$1,157 \$3,084 \$4,241	\$270 \$721 \$992	\$1,427 \$3,805 \$5,232	\$1,120 \$1,165	\$5,599 \$8,153 \$13,752	\$746 \$1,990 \$2,736	\$196 \$522 \$718	\$ \$ \$	26,622 64,214 590,836
1100	7 3rd Grade - Mattv/Science 0	1.00	Zotzman, Michael Pos #400	10/8/2015	%0	\$5,344 \$5,344	8 3 11	\$16,032 \$42,752 \$58,783	Ş	0\$	\$16,032 \$42,752 \$58,783	\$994 \$2,651 \$3,645	\$232 \$620 \$852	\$1,226 \$3,270 \$4,497	\$453 \$471	\$2,265 \$3,298 \$5,563	0\$ \$0	\$168 \$449 \$617	\$ \$ \$0\$	519,692 549,769 569,461
* 1100	8 4th & 5th Grade - Math/Science 0	1.00	Sullivan, Christian Pos #354	8/2/2018	%0	\$5,330 \$5,330	8 11	\$15,991 \$42,644 \$58,635	O\$	0\$	\$15,991 \$42,644 \$58,635	\$991 \$2,644 \$3,635	\$232 \$618 \$850	\$1,223 \$3,262 \$4.486	\$1,087 \$1,130	\$5,435 \$7,913 \$13.348	\$0 \$0 \$0	\$168 \$448 \$616	9 9 9 9 08	522,818 554,267
1100	9 Kindergarten 0	1.00	Bast, Jenna Pos #107	8/1/2019	%0	\$5,633 \$5,633	8 3	\$16,898 \$45,060 \$61,958	. %	. 0\$	\$16,898 \$45,060 \$61,958	\$1,048 \$2,794 \$3,841	\$245 \$653 \$898	\$1,293 \$3,447 \$4,740	\$866 \$901	\$4,331 \$6,306 \$10,637	so so so	\$177 \$473 \$651	\$ \$ \$	522,699 555,286 577,985
1100	Early Kinder Teacher 0	0.00	Vacant - FILL if we offer Jan. Pos #112	lary ESK	%0	0\$ \$	0 0 0	888	5	. Os	09 09 09 1	88	0000	\$0 \$0	\$0 \$0	\$0 \$	000	08 08	Ş	\$ \$ §
1	0 2nd Grade - ELA'SS	1.00	Millacci, Alysha Pos #108	8/1/2019	75%	\$5,317 \$5.317	o m a	\$15,951 \$42,535	3))	\$15,951 \$42,535	\$989 \$2637	\$231 \$617	\$1,220 \$3,254	\$428 \$445	\$1,283 \$3,114	\$479 \$1.276	\$167 \$447	99 99 9	50.627
110(0						1	\$58,486	\$0	\$0	\$58,486	\$3,626	\$848	\$4,474		\$4,398	\$1,755	\$614	\$ 0\$	69,727

	Fortune School of Education Salary Budgets																					
	July 1, 2022 - June 30, 2023		-	ncrease 3.00% Hire	% %(of Year (ible for M	Gross fonthly h	fonths/		Symposium	Subs for		E	A Mec	ăi To	stal Me	4.00% So Co 4.00% No Co odical	al	4% Put 403b 0	0.105 0.	her Ed N/C 0088	Total
	Position 4th & 6th Grade - ELA/SS	E E	Gillman Zachani	Date	e .	103b	Cost Hc es ase	ours Paid	Salary ¢17 875	Other Adjustme	er Sick Days	Total Cor	np 0.06	62 0.01	145 Та ¢7.f0	txes Mo. F	remium Annus ¢473	al Cost en 367	Match 0 ¢715	0105 0. ¢188	0088	Costs ¢22 £13
1100		8	Pos #353	3	1	200	\$5,958	, e t	\$47,666 \$65,543	8	\$, , ,	17,668 \$	22,955 24,064	\$691 \$950	\$1,00 \$3,647 \$5,014	\$492	\$5,814	\$1,907 \$1,907 \$2,622	\$501 \$688	\$0	\$57,169 \$79,682
1100	K-5 Teacher	1.00	Vacant Pos #111	8/1/	/2021	%0	\$5,081 \$5,081	8 11	\$15,245 \$40,648 \$55,891		8	6 6 6 6	15,243 40,648 \$	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1, 166 \$3, 110 \$4, 276	\$728 \$757	\$3,640 \$5,300 \$8,940	\$0 \$0 \$0	\$160 \$427 \$587	\$0	\$20,209 \$49,484 \$69.693
13	1st Grade	1.00	Vacant Pos #113	8/1/	/2021	%0	\$5,081 \$5,081	ကဆ	\$15,243 \$40,648				15,243 40,648 \$	\$945 \$2,520	\$221 \$589	\$1,166 \$3,110	\$728 \$757	\$3,640 \$5,300	\$0\$	\$160 \$427	: :	\$20,209 \$49,484
1100	PE Teacher	1.00	Wolf, Elliot	8/19/	/2015	%0	\$5,217	e e	\$55,89 \$15,650	3 3	5	9 69 9 0	55,891 \$	\$3,465 \$970	\$810 \$227	\$4,276 \$1,197	\$433	\$2,165	\$0 \$	\$164	\$0	\$69,693 \$19,176
1100			Pos #41				\$5,217	11	\$41,732 \$57,382	8	8	\$ \$	57,382 \$	\$2,587 \$3,558	\$605 \$832	\$3, 193 \$4, 390	\$450	\$3, 152 \$5, 316	88	\$438 \$603	\$0	\$48,515
1100/6500	Education Specialist	1.00	Bufford, Marcia Pos #42	12/11/	/2019	%0	\$5,958 \$5,958	3 8 11	\$17,875 \$47,668 \$65.543	10 10 10	8	6 6 6 8	17,875 \$ 47,668 \$ 55,543 \$	\$1,108 22,955 34,064	\$259 \$691 \$950	\$1,367 \$3,647 \$5.014	\$815 \$848	\$4,077 \$5,936 \$10.013	8 8 8	\$188 \$501 \$688	\$0	\$23,508 \$57,751 \$81.259
_	Performing Arts	0.50	Garcia, Patti Pos #43	8/1/:	/2020	%0	\$6,797 \$6,797		\$10,195			i (is bi	10,195 27,188 \$	\$632 \$1.686	\$148 \$394	\$780	\$752 \$782	\$1,880 \$2,738	0\$ \$	\$107 \$285		\$12,963 \$32,291
1100/3010							5.000	11	\$37,385	80	8	0	37,383	\$2,318	\$542	\$2,860		\$4,618	\$	\$393	\$0	\$45,253
1900	Parent Academy Presenters						\$75.00 \$75.00	+ 0	\$0 \$0		9	-	\$0 \$0	\$0 \$0	\$ 0\$	ତ୍ତ ତ	\$0 \$	S S S	\$0 \$0	888	0\$	888
	Child Care for Parent Academies Child Care for Parent Workshops	÷	00		1.0		\$15.90 \$15.90	7.5 0	\$119 \$1		s e		\$119 \$0 \$110	\$7 \$0 \$7	888	\$ \$ \$	\$0 \$0	888	\$0 \$	\$ 15 85		\$130 \$0 \$0
0067	Saturday Instructors	3.0	00	Pe	⊮r Sat		\$100.00		\$11¢		ð	5	\$ 0\$	0\$	% %	6¢ 0\$	\$0	n 05	0000	\$ \$	D¢	05 8
1100/3010							\$100.00	88	\$2,400 \$2,400	80	15	0	\$2,400 \$2,400	\$149 \$149	\$35 \$35	\$184 \$184	\$0	80	\$0 \$0	\$25 \$25	\$0	\$2,609
	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist)	14.00		Daily	y rate		\$200 \$200	0 15	\$(\$42,000		e	ф,	\$0 42,000 \$	\$0 \$2,604	\$609 \$609	\$0 \$3,213	\$0 \$0	80 80	\$0 \$	\$0 \$441	4	\$0 \$45,654
1130	Subtotal Site Salaries for FS							0	%4∠,UU(\$1,556,008	\$4,938	» \$13,25	7 \$1,5	44,000 \$	37,601 \$2:	\$009 2,826 \$1.	≎3,∠13 20,426		\$0 \$248,463	\$16,757 \$	3441 16,529	\$0 \$1	976,378
	William Lee College Prep Principal - Elem	1.00	Joseph Gambino Doctr En	6/2/	/20.08	100%	\$8,871 \$8,871	4α	\$35,484 \$70.068	_		66 6	35,484 \$	22,200	\$515	\$2,715 ee 420	\$901	\$4,507 \$6 562	\$1,419 \$2 830	\$373 \$745		\$44,497 \$86.547
1300							1/0'0¢	12 0	\$106,451	80	\$	0 \$10	06,451 \$	\$6,600 \$	\$1,544	\$8,144 \$8,144	106\$	\$0,202 \$11,069	\$4,258	\$1,118	\$0	\$131,039
1300	Assistant Principal - Elem	0.00	Vacant - DO NOT FILL Pos# 321			%0	80 80	4 12	<u>8</u> 8	\$	\$		\$0 \$0	\$0 \$0	80 80 80 80	\$ \$	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0	\$0 80
1300	Lead Teacher - Elementary	2.00	Vacant				\$1,650 \$1,650	000	\$0 \$3,300 \$3,300	8	8		\$0 \$3,300	\$0 \$205 \$205	\$0 \$48 \$48	\$0 \$252 \$252	0\$	\$0 \$0	\$0 \$0	\$0 \$35 \$35	\$0	\$0 \$3,587 \$3,587
1300	Lead Science Teacher Stipend	1.00	Vacant				\$1,650 \$1,650	0 0 0	\$C \$1,650 \$1,650	80	\$		\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
2400	Office Manager (split funded)	8.00 66.60%	Venesha Rosseau Pos# 53	18/6	/2015	100%	\$28.70 \$28.70	89 173 262	\$13,611 \$26,457 \$40,068	- 1 - 2	8	6 6 6 6 0	13,611 26,457 \$ 40,068 \$	\$844 \$1,640 \$2,484	\$197 \$384 \$581	\$1,041 \$2,024 \$3,065	\$1,120 \$1,165	\$3,729 \$5,430 \$9,159	\$544 \$1,058 \$1,603	\$143 \$278 \$421	\$0	\$19,069 \$35,247 \$54,316
0000	School Secretary - WLCP	8.00 1.00	Marlene Zamora Pos# 55	7/16/	/2013	100%	\$20.51 \$20.51	89 173	\$14,601 \$28,382	- 01	ē	69 69 6	14,601 28,382 \$	\$905 \$1,760	\$212 \$412	\$1,117 \$2,171	\$1,966 \$2,044	\$9,829 \$14,311	\$584 \$1,135 \$1,740	\$153 \$298	c e	\$26,285 \$46,299
0042	Parent Liaison (split funded)	%09.99	Pos# 57 - Ended			%0	00.0\$	202 89 173	0\$ 0\$,	5	•	* 0\$ 0\$	0\$	0\$ 0\$	00°	\$0 \$0	0\$ \$	0\$ 0\$	- 08 08	0	50°,2 %
2900/0000								262	\$C	0\$ 0	\$	0	\$0	\$0	\$0	\$0		0\$	\$0	0\$	\$0	0\$
2200/5310	Food Services Coordinator (split funded)	6.00 0.50 66.60%	Sandra Phillips Pos# 59	8/16/	/2012	100%	\$18.44 \$18.44	60 143 203	\$4,422 \$10,539 \$14,962	\$296	\$30	8 8 ⁷	\$4,717 10,899 15,616	\$292 \$676 \$968	\$68 \$158 \$226	\$361 \$834 \$1,195	\$1,028 \$1,070	\$1,712 \$2,493 \$4,205	\$189 \$436 \$625	\$50 \$114 \$164	\$0	\$7,028 \$14,776 \$21,805
2200/5320	Supper Coordinator (split funded)	2.00 0.50 66.60%	Sandra Phillips Pos# 62	11/17/	/2014	100%	\$18.44 \$18.44	47 102 149	\$1,15£ \$2,506 \$3,661	8	\$12 \$12	00	\$1,155 \$2,626 \$3,780	\$72 \$163 \$234	\$17 \$38 \$55	\$88 \$201 \$289	\$0 \$0	\$0 \$0	\$46 \$105 \$151	\$12 \$28 \$40	\$0	\$1,301 \$2,959 \$4,261
2200/5310	Food Service Coordinator Aide (split funded)	4.00 0.00 66.60%	Vacant Pos# 100	8/1/	/2021	%0	\$15.91 \$15.91	54 127 181	\$2,285 \$5,384 \$7,673	\$254 \$254	\$24	00	\$2,544 \$5,624 \$8 167	\$158 \$349 \$506	\$37 \$82 \$118	\$195 \$430 \$625	°\$0	0\$ 0\$ 0\$	\$0 \$0	\$27 \$59 \$86	05	\$2,765 \$6,113 \$6,113
-	Custodian-Night (WLCP)	8.00 1.00	Davalos, Maria Pos# 81	1/19/	/2021	%0	\$15.91 \$15.91	89 173	\$11,330 \$22,024		\$3,12	6666 0	11,330 25,144 \$	\$702 \$1,559	\$164 \$365	\$867 \$1,924	\$395 \$395	\$1,901 \$2,768	\$0 \$0	\$119 \$264	:	\$14,217 \$30,100

	Eaching School of Education																				
	rotune screatori cuucatori Salary Budgets July 1, 2022 - June 30, 2023			Increase	3.00%	s of Year	Gross									4.00% So Ci 4.00% No Ci	ज ज	Pub : W	Schi Higher /C W/G	E	
2200/0000	9 Position	FTE			Hire E Date	ligible for N 403b	Aonthly Mc Cost Hou	nths/ rs Paid 262	Sy Salary Othel \$33,355	mposium r Adjustmer S \$0	Subs for bick Days 1 \$3,120	otal Comp \$36,475	FICA 0.062 \$2,261	Medi 0.0145 \$529	Total h Taxes Mo. \$2,790	Medical Premium Annui	al Cost A \$4,669	03b 0.0 fatch 0.0 \$0	105 0.008 105 0.008 \$383	38 Tota 38 Cos \$0 \$4	tal ssts 14,31
2200/0000	Custodian-Day (WLCP) 0	8.00 1.00	Luisa Morales Pos# 137	2	8/14/2017	%0	\$17.39 \$17.39	89 173 262	\$12,381 \$24,067 \$36,448	0\$	\$3,120 \$3,120	\$12,381 \$27,187 \$39,568	\$768 \$1,686 \$2,453	\$180 \$394 \$574	\$947 \$2,080 \$3,027	\$453 \$471	\$2,265 \$3,298 \$5,563	0\$ 0\$	\$130 \$285 \$415	\$11 \$31 \$0	15,72 32,85 18,57
2100/6500	Instructional Aide - SPED (WLCP) (supports K-5 SPED scholars) 0	8.00 (<mark>3.50)</mark> 0.50	Chaunte McIntosh Pos# 84		8/1/2020	%0	\$15.91 \$15.91	59 142 201	\$7,400 \$17,409 \$24,809	\$382 \$382	\$720 \$720	\$7,782 \$18,129 \$25,911	\$482 \$1,124 \$1,606	\$113 \$263 \$376	\$595 \$1,387 \$1,982	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$82 \$190 \$272	\$10 \$21 \$0 \$33	10,33 22,44 32,78
2100/3016	Instructional Aide - RTI (WLCP/Title I) 0	8.00 (3.50) 0.50	Jackson, Dennis Pos# 86	4	0/17/2019	%0	\$18.45 \$18.45	59 142 201	\$8,577 \$20,179 \$28,756	\$443 \$443	\$720 \$720	\$9,020 \$20,899 \$29,919	\$559 \$1,296 \$1,855	\$131 \$303 \$434	\$690 \$1,599 \$2,289	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$95 \$219 \$314	\$1 \$2 \$3	11,68 25,45 37,14
2100/3016	Instructional Aide - RTI (WLCP/Title I) 0	3.00	Fields, Raven Pos# 139		1/11/2021	%0	\$15.91 \$15.91	56 139 195	\$2,673 \$6,636 \$9,309	\$382 \$382	\$360 \$360	\$3,055 \$6,996 \$10,051	\$189 \$434 \$623	\$44 \$101 \$146	\$234 \$535 \$769	\$0 \$0	\$0 \$0	\$0 \$0	\$32 \$73 \$106	\$0 \$10	\$3,32 \$7,60 10,92
2100/6512	Instructional Aide - Mental Health (1 FTE) (supports JT @ WLCP) 2	8.00 (3.50) 0.50	Diats, Taylor Pos# 272	1(0/26/2020	%0	\$15.91 \$15.91	59 142 201	\$7,400 \$17,409 \$24,809	\$382 \$382	\$720 \$720	\$7,782 \$18,129 \$25,911	\$482 \$1,124 \$1,606	\$113 \$263 \$376	\$595 \$1,387 \$1,982	\$0 \$0	\$0 \$0	\$0 \$0	\$82 \$190 \$272	\$1 \$10 \$21	\$8,45 19,70 28,16
2100/3310	Instructional Aide - SPED (IDEA) (supports GW-2nd grade) 0	8.00 (<mark>3.5</mark> 0) 0.50	Shermaine Swafford Pos# 294		1/26/2018	%0	\$18.82 \$18.82	59 142 201	\$8,750 \$20,587 \$29,338	\$452 \$452	\$720 \$720	\$9,202 \$21,307 \$30,509	\$571 \$1,321 \$1,892	\$133 \$309 \$442	\$704 \$1,630 \$2,334	\$0 \$	\$0 \$0	\$0 \$0 \$0	\$97 \$224 \$320	\$10 \$23 \$33	10,000 23,16 33,16
2100/6500	Instructional Aide - Special Ed (WLCP) (supports K-5 SPED scholars) 0	5.50 (1.00) 0.00	Karen Barragan Pos# 138	9	9/14/2015	%0	\$18.82 \$18.82	56 139 195	\$5,759 \$14,162 \$19,921	\$452 \$452	\$360 \$360	\$6,211 \$14,522 \$20,733	\$385 \$900 \$1,285	\$90 \$211 \$301	\$475 \$1,111 \$1,586	\$0 \$	\$0 \$0	\$0 \$0	\$65 \$152 \$218	\$0 \$11 \$12	\$6,75 15,78 22,53
2100/0000	Reading Aide (WLCP) 0	8.00 (<mark>3.5</mark> 0) 0.50	Ellis, Kay Pos# 140		8/1/2020	%0	\$15.91 \$15.91	59 142 201	\$7,400 \$17,409 \$24,809	\$382 \$382	\$720 \$720	\$7,782 \$18,129 \$25,911	\$482 \$1,124 \$1,606	\$113 \$263 \$376	\$595 \$1,387 \$1,982	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$82 \$190 \$272	\$10 \$23	10,335 22,444 32,785
2100/0000	Yoga Instructor 0	4.20 0.00	Vanessa Morales Pos #349	~	8/26/2019	%0	\$34.97 \$34.97	57 130 187	\$8,371 \$19,092 \$27,463	\$	\$0	\$8,371 \$19,092 \$27,463	\$519 \$1,184 \$1,703	\$121 \$277 \$398	\$640 \$1,461 \$2,101	\$0 \$	\$0 \$0	\$0 \$0	\$88 \$200 \$288	\$0 \$29 \$29	\$9,099 20,753 29,853
2100/0000	Yoga Lead Teacher J	0.20	Goss Pos #347	~	8/21/2019	%0	\$43.71 \$43.71	11 25 36	\$96 \$219 \$315	\$210 \$262 \$472	\$219 \$219	\$306 \$699 \$1,005	\$19 \$43 \$62	\$4 \$10 \$15	\$23 \$53 \$77	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$3 \$7 \$11	\$	\$333 \$760 \$1,093
2100/0000	Instructional Aide - Short Term Position (Fortune Reads - REWARDS) 0	00.0	END POSITION			%0	\$15.00 \$15.00	20	8 8 8	\$0	0\$	\$ \$ \$	\$0 \$0 \$0	୫ ୫ ୫	0\$ \$0	0\$ \$	0\$ \$0	\$0 \$0	0% 0%	\$0	***
290(Behavior Technician (WLCP) 0	8.00	Dennie, Stephanie Pos# 147		1/6/2020	%0	\$16.39 \$16.39	57 130 187	\$7,474 \$17,047 \$24,521	\$393 \$393	\$360 \$360	\$7,868 \$17,407 \$25,274	\$488 \$1,079 \$1,567	\$114 \$252 \$366	\$602 \$1,332 \$1,933	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$83 \$183 \$265	\$10 \$2 \$3	10,432 21,659 32,091
290(Behavior Technician (WLCP) 0	7.50	Martha Salamanca Pos# 72	4	0/17/2016	%0	\$17.91 \$17.91	57 130 187	\$7,657 \$17,463 \$25,120	\$430 \$430	\$675 \$675	\$8,087 \$18,138 \$26,225	\$501 \$1,125 \$1,626	\$117 \$263 \$380	\$619 \$1,388 \$2,006	\$0 \$	\$0 \$0	\$0 \$0	\$85 \$190 \$275	\$1 \$1 \$2	\$8,790 19,716 28,506
1100	1 4th & 5th Grade - ELA/SS 0	1.00	Dorothina Shields Pos# 74		7/20/2015	%0	\$5,430 \$5,430	3 11	\$16,290 \$43,440 \$59,730	\$	0\$	\$16,290 \$43,440 \$59,730	\$1,010 \$2,693 \$3,703	\$236 \$630 \$866	\$1,246 \$3,323 \$4,569	\$479 \$498	\$2,393 \$3,484 \$5,877	\$0 \$0	\$171 \$456 \$627	\$20 \$50 \$7	20,100 50,703 70,803
1100/1400	2 1st Grade 0	1.00	Jessica Leary Pos# 127			%0	\$5,330 \$5,330	3 11	\$15,991 \$42,644 \$58,635	\$0	0\$	\$15,991 \$42,644 \$58,635	\$991 \$2,644 \$3,635	\$232 \$618 \$850	\$1,223 \$3,262 \$4,486	\$405 \$421	\$2,026 \$2,949 \$4,975	\$0 \$0	\$168 \$448 \$616	\$11 \$41 \$64	19,408 49,303 38,711
1100	3 2nd Grade - ELA/SS 0	1.00	Pitman, Colleen Pos# 128		8/1/2020	%0	\$5,203 \$5,203	3 8 11	\$15,609 \$41,624 \$57,232	ŝ	\$0	\$15,609 \$41,624 \$57,232	\$968 \$2,581 \$3,548	\$226 \$604 \$830	\$1,194 \$3,184 \$4,378	\$752 \$782	\$3,760 \$5,475 \$9,236	0\$ \$0	\$164 \$437 \$601	\$21 \$51 \$7	20,727 50,720 71,447
1100/1400	4 3rd Grade - Mattv/Science 0	1.00	Katy Simpson Pos# 129		7/29/2015	%0	\$5,430 \$5,430	3 11 8	\$16,290 \$43,440 \$59,730	0\$	\$0	\$16,290 \$43,440 \$59,730	\$1,010 \$2,693 \$3,703	\$236 \$630 \$866	\$1,246 \$3,323 \$4,569	\$1,535 \$1,597	\$7,677 \$11,177 \$18,854	\$0 \$0	\$171 \$456 \$627	\$2 \$5 \$5 \$8	25,384 58,396 33,780
11 00/ 1400	5 1st Grade 0	1.00	Alexandria James Pos# 75		8/1/2020	%0	\$5,303 \$5,303	3 11	\$15,910 \$42,428 \$58,338	\$	0\$	\$15,910 \$42,428 \$58,338	\$986 \$2,631 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$397 \$413	\$1,987 \$2,894 \$4,881	\$0 \$0	\$167 \$445 \$613	\$15 \$45 \$64	19,282 49,012 38,294
1100/1400	6 4th & 5th Grade - Math/Science 0	1.00	Rachelle Ryness Pos# 130		7/30/2015	%0	\$6,204 \$6,204	8 11	\$18,612 \$49,632 \$68,243	\$	\$0	\$18,612 \$49,632 \$68,243	\$1,154 \$3,077 \$4,231	\$270 \$720 \$990	\$1,424 \$3,797 \$5,221	\$453 \$471	\$2,265 \$3,298 \$5,563	\$0 \$0 \$0	\$195 \$521 \$717	\$2 \$5 \$5	22,496 57,248 79,744
1100	7 1st Grade 0	1.00	Vacant Pos# 401		8/1/2021	%0	\$5,081 \$5,081	8 11	\$15,243 \$40,648 \$55,891	0\$	0\$	\$15,243 \$40,648 \$55,891	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1,166 \$3,110 \$4,276	\$728 \$757	\$3,640 \$5,300 \$8,940	\$0 \$0	\$160 \$427 \$587	\$20 \$41 \$0	20,209 49,484 39,693
1100	8 Kindergarten 0	1.00	Regalia, Nicole Pos# 132		8/8/2019	75%	\$5,203 \$5,203	8 3	\$15,609 \$41,624 \$57 232	Us	08	\$15,609 \$41,624 \$57 232	\$968 \$2,581 \$3,548	\$226 \$604 \$830	\$1,194 \$3,184 \$4.378	\$866 \$901	\$4,330 \$6,304 \$10,633	\$468 \$1,249 \$1 717	\$164 \$437 \$601	\$5; \$5	21,765 52,797 74,562
	9 Kindergarten	1.00	Cassandra Macias		8/1/2020	%0	\$5,203		\$15,609	\$		\$15,609	\$968	\$226	\$1,194	\$752	\$3,760	\$0	\$164	\$25	20,727

	Fortune School of Education Salary Budgets																		i	
	July 1, 2022 - June 30, 2023		Increase	3.00% 9.	% of Year iligible for	Gross Monthly Mor	ths/	Sym	osium Sı	ubs for		FICA	Medi	Total M	4.00% So C 4.00% No C fedical	al al	4% Pub 4% V 403b 0.0	Schl Highe //C W.	er Ed C 088 To	otal
110	Position 10	FTE	Po绊133	Date	403b	\$5,203	s Paid 8 11	Salary Other A \$41,624 \$57.232	djustmer Sic \$0	k Days 30	otal Comp \$41,624 \$57,232	0.062 \$2,581 \$3,548	0.0145 \$604 \$830	Taxes Mo. F \$3, 184 \$4, 378	Premium Annu \$782	al Cost N \$5,475 \$9,236	Aatch 0.0 \$0 \$0	0105 0.00 \$437 \$601	388 Cc \$0 \$	osts 550,720 571,447
-	10 Kindergarten	1.00	Auriana Castleberry-Lane Poet 134	8/16/2012	100%	\$5,330 &5.330	cοα	\$15,991 \$42,644			\$15,991	\$991 \$2 644	\$232 \$6.18	\$1,223 \$3.262	\$1,426 \$1,483	\$7,129 \$10.380	\$640 \$1 706	\$168 \$148	65 6	\$25,151 55,131
1100/140	00					000 00	11	\$58,635	80	\$0	\$58,635	\$3,635	\$850	\$4,486	001	\$17,509	\$2,345	\$616	\$0 \$0	83,590
110	11 3rd Grade - ELA/SS)0	1.00	Seth Lowe Pos# 402	8/1/2020	%0	\$5,747 \$5,747	3 8 11	\$17,242 \$45,980 \$63,222	80	\$	\$17,242 \$45,980 \$63,222	\$1,069 \$2,851 \$3,920	\$250 \$667 \$917	\$1,319 \$3,517 \$4,836	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$181 \$483 \$664	\$ \$ 0 \$	\$22,503 \$55,455 \$77,958
-	12 2nd Grade - Math/Science	1.00	Truong, Kileena Doot 136	8/1/2020	%0	\$5,149 \$5,149	mα	\$15,447 \$41,101			\$15,447 \$41,101	\$958 \$258	\$224 \$507	\$1,182 \$3 151	\$906 \$042	\$4,528 \$6 507	\$0 \$	\$162 \$433	69 6	\$21,318 551,367
110	00					00	11 °	\$56,638	\$0	\$0	\$56,638	\$3,512	\$821	\$4,333	7400	\$11,120	\$0	\$595	\$0 \$0	\$72,685
-	13 PE Teacher (WLCP)	1.00	Garcia, Rudy Pos# 49	8/1/2019	%0	\$5,317 \$5,317	8 3	\$15,951 \$42,536			\$15,951 \$42,536	\$989 \$2,637	\$231 \$617	\$1,220 \$3,254	\$912 \$948	\$4,558 \$6,636	\$0 \$0	\$167 \$447	\$ \$	\$21,896 \$52,872
110	00						11	\$58,486	\$0	0\$	\$58,486	\$3,626	\$848	\$4,474		\$11,194	\$0	\$614	\$ 0\$	\$74,769
14 0010500	Education Specialist (WLCP)	1.00	Vue, Jim Po <i>st</i> # 63	8/1/2019	%0	\$5,244 \$5,244	ς, α τ	\$15,731 \$41,948 657,670	ç	Ş	\$15,731 \$41,948	\$975 \$2,601	\$228 \$608 \$608	\$1,203 \$3,209	\$461 \$479	\$2,303 \$3,354	888	\$165 \$440	09 09 6 6	519,403 548,952
069/0011	00						F	6/0'/0\$	0¢	D¢	B/0'/0¢	0/C'2¢	0£2¢	21.4 ^{,44}		100'0\$	0	ana¢	A 0 A	208,354
1100/3010	Performing Arts Teacher (split funded) 0	6.00 0.50 66.60%	Morehouse, Paul Pos# 68	9/30/2019	%0	\$44.56 \$44.56	66 147 213	\$11,751 \$26,174 \$37,925	\$0	\$0	\$11,751 \$26,174 \$37,925	\$729 \$1,623 \$2,351	\$170 \$380 \$550	\$899 \$2,002 \$2,901	\$0 \$	\$0 \$0 \$0	\$0 \$0	\$123 \$275 \$398	\$ \$ 0 \$	512,774 528,451 541,225
001	Parent Academy Presenters					\$75.00 \$75.00	- 0	08 08 69	Ş	Ş	0\$	\$0 \$0	888	08 08 08	\$0 \$0	\$0 \$0 \$	\$0 \$0 \$	\$ \$	08	889
5								2	\$	è			\$:	>			b	
290	Child Care for Parent Academies Child Care for Parent Workshops)0	1.00		0.1		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$0	\$119 \$0 \$119	\$7 \$0 \$7	82 82 82	80 88 80 88	\$0 \$	\$0 \$0 \$	\$0 \$0 \$	\$1 \$1	\$0	\$130 \$130 \$130
1100/3010	Saturday Instructors	4.00		Per Sat		\$100.00 \$100.00	88	\$0 \$3,200 \$3,200	\$0	\$0	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$34 \$34	0\$	\$0 \$3,478 \$3,478
	Substitute Teachers (12 sick/2 floaten/1 misc)	13.00		Daily rate		\$200	0	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
113	(no subs for Principa//Ed Spec/Intervention) 30					\$200	15	\$39,000	\$0	0\$	\$39,000	\$2,418 \$2,418	\$566 \$566	\$2,984 \$2,984	\$0	\$0 \$	\$0 \$	\$410 \$410	\$ 0\$	142,393
	Subtotal Site Salaries for WLCP							\$1,436,891	\$4,718	\$12,533	\$1,454,142	\$90,157	\$21,085	\$111,242		\$210,187	\$12,418 \$1	5,268	\$0 \$1,8	303,258
	Ephraim Williams College Prep Principal - Middle School	1.00	Joseph Gambino See Mrl C D Doort 50		%0	\$0	4α	\$0 \$0			0\$	0\$	\$0 80	\$0 80	\$0	0\$	\$0	80		8
130	00					*	12	8	\$0	\$0	\$0\$	\$0	80	\$0\$	>	\$0	\$0	8	\$0	\$
130	Assistant Principal - Middle School 10	1.00	Monisha Newbon Blake Pos #367	7/1/2020	100%	\$6,365 \$6,365	8 4 8	\$25,462 \$50,923 \$76,385	80	80	\$25,462 \$50,923 \$76,385	\$1,579 \$3,157 \$4,736	\$369 \$738 \$1,108	\$1,948 \$3,896 \$5,843	\$1,479 \$1,539	\$7,397 \$10,770 \$18,168	\$1,018 \$2,037 \$3,055	\$267 \$535 \$802	\$0 \$1	536,092 568,161 104,253
130	Lead Science Teacher Stipend	1.00	Vacant			\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$	\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$17 \$17	80	\$0 \$1,794 \$1,794
	PE Department Chair	1.00	Vacant			\$5,000 \$5,000	00	\$0 \$5,000			\$5,000	\$0 \$310	\$0 \$73	\$0 \$383	0\$ \$0	0\$ \$0	0\$ \$0	\$0 \$53		\$0 \$5,435
130	00						0	\$5,000	\$0	\$0	\$5,000	\$310	\$73	\$383		\$0	\$0	\$53	\$0	\$5,435
240	Office Manager (split funded) 00	8.00 33.40%	Venesha Rosseau Pos# 53	9/8/2015	100%	\$28.70 \$28.70	89 173 262	\$6,826 \$13,268 \$20,094	\$0	\$0	\$6,826 \$13,268 \$20,094	\$423 \$823 \$1,246	\$99 \$192 \$291	\$522 \$1,015 \$1,537	\$1,120 \$1,165	\$1,870 \$2,723 \$4,593	\$273 \$531 \$804	\$72 \$139 \$211	° & & 0\$	\$9,563 \$17,677 \$27,240
UVC.	School Secretary - EWCP	8.00 1.00	Collins, Robisha Pos# 56	7/1/2018	%0	\$18.76 \$18.76	89 173 262	\$13,359 \$25,967 *30.326	Ş	Ş	\$13,359 \$25,967 \$30,376	\$828 \$1,610 \$2,438	\$194 \$377 \$570	\$1,022 \$1,986 \$3,008	\$860 \$894	\$4,299 \$6,260 \$10,550	\$0 \$0	\$140 \$273 \$413	\$ \$ 9 5	518,820 534,486
f,	Parent Liaison (split funded)	0.00	Pos# 57 - Ended		%0	00.08	707 68	0\$	\$	\$	0\$	0\$	05	000	0\$	0\$ \$0	0 \$	2 8	> >	8
2900/000	0	33.40%				00.0\$	262	88	\$0	\$0	\$0	\$0	08 8	80	\$0	\$0	\$0 \$	808	\$0	3 GS
00001E040	Food Services Coordinator (split funded)	6.00 0.50	Sandra Phillips Pos# 59	8/16/2012	100%	\$18.44 \$18.44	60 143	\$2,218 \$5,286 \$7,500	\$148	\$180	\$2,366 \$5,466 \$7,824	\$147 \$339 \$466	\$34 \$79	\$181 \$418 ****	\$1,028 \$1,070	\$859 \$1,250	\$95 \$219 \$213	\$25 \$57	4	\$3,525 \$7,410
100/072	() Current Constitution (could funded)	0.04.0% 2.00	Conder Dhilling	PFUG/21/+	100%	048.44	CU2	\$670	\$140	100	\$670	00 1 400	41 14 4	PAC¢	0	\$7,1US	\$310 \$22	90¢	* 0¢	eera
2200/5321	supper Coordinator (spill funded)	2.00 0.50 33.40%	Sandra Phillips Pos# 62	4L02//L/LL	%00L	\$18.44	4/ 102 149	\$579 \$1,257 \$1,836	\$0	\$60 \$60	\$1,317 \$1,317 \$1,896	\$30 \$82 \$118	\$8 \$19 \$27	\$101 \$101 \$145	\$0 \$	0\$ \$	\$23 \$53 \$76	\$0 \$14 \$20	\$0	\$053 \$1,484 \$2,137
	Food Service Coordinator Aide (split funded)	4.00 0.00	Vacant Pos#100	8/1/2020	%0	\$15.91 \$15.91	54 127	\$1,148 \$2.700	\$128	\$120	\$1,276 \$2,820	\$79 \$175	\$18 \$41	\$98 \$216	\$0 \$0	\$0 \$0	\$0 \$0	\$13 \$30		\$1,387 \$3,066
2200/531	0	33.40%					181	\$3,848	\$128	\$120	\$4,096	\$254	\$59	\$313		\$0	\$0	\$43	\$0	\$4,452

	Fortune School of Education Salary Budgets																			
	July 1, 2022 - June 30, 2023		Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Aonths/	Sym	posium	subs for		FICA	Medi	Total	4.00% So Ci 4.00% No Ci Medical	, , , , , , , , , , , , , , , , , , , ,	4% Pub 103b 0.	Schi Highe V/C W/ 0105 0.00	88 88 19	tal
2200/000	Position Custodian-Day (EWCP) 0	8.00 1.00	Hayes, Everett Pos# 79	Uate 8/24/2020	403b 0%	\$15.91 HC \$15.91 \$15.91	ours Paid 89 173 262	Salary Other / \$11,330 \$22,024 \$33,355	Adjustmer Si \$0	ck Uays \$3,120 \$3,120	otal Comp \$11,330 \$25,144 \$36,475	0.062 \$702 \$1,559 \$2,261	0.0145 \$164 \$365 \$529	laxes Mo. \$867 \$1,924 \$2,790	Fremium Annua \$1,080 \$1,123	al Cost h \$5,398 \$7,859 \$13,257	Aatch U. \$0 \$0 \$0	\$1105 0.00 \$119 \$264 \$383	88 05 05 88 05 88 88 88 88 88	sts 17,714 35,191 52,905
2200/000	Custodiar-Bridge (EWCP) 0	4.00 0.00	Luke, Scotty Pos# 148	9/16/2020	%0	\$15.91 \$15.91	89 173 262	\$5,665 \$11,012 \$16,677	\$191 \$191	\$480 \$480	\$5,856 \$11,492 \$17,348	\$363 \$713 \$1,076	\$85 \$167 \$252	\$448 \$879 \$1,327	\$0 \$	\$0 \$0 \$0	\$0 \$0	\$61 \$121 \$182	\$0 \$1	\$6,366 12,492 18,858
2200/000	Custodian-Day (EWCP) 0	0.00	Possible new position		%0	15.00 15.00	89 173 262	80 80 80	0\$	\$0 \$	\$0 \$0 \$	\$0 \$0	\$ \$ \$	\$ \$	\$700 \$728	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$0	8 8 8 8
2100/650	Instructional Aide - SPED (EWCP) (supports multiple students with SAI minutes) 0	8.00 (3.50) 0.50	Candace Collins Pos# 328	9/1/2015	%0	\$16.88 \$16.88	59 142 201	\$7,850 \$18,470 \$26,320	\$405 \$405	\$720 \$720	\$8,256 \$19,190 \$27,445	\$512 \$1,190 \$1,702	\$120 \$278 \$398	\$632 \$1,468 \$2,100	\$463 \$482	\$1,158 \$1,686 \$2,844	\$0 \$0	\$87 \$201 \$288	\$0 \$2 \$2 \$2 \$2	10,132 22,545 32,677
290	Behavior Technician - All Day (EWCP) 0	8.00 0.50	Ajayi, Malcolm Pos# 70	10/3/2016	%0	\$17.91 \$17.91	57 130 187	\$8,167 \$18,626 \$26,793	\$430 \$430	\$720 \$720	\$8,597 \$19,346 \$27,943	\$533 \$1,199 \$1,732	\$125 \$281 \$405	\$658 \$1,480 \$2,138	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$90 \$203 \$293	\$0 \$0 \$0	\$9,345 21,029 30,374
290	Behavior Technician - All Day (EWCP) .0	0.00	Vacant - DO NOT FILL		%0	\$15.91 \$15.91	57 130 187	8 8 8	\$382 \$382	\$0 \$0	\$382 \$0 \$382	\$24 \$0 \$24	8 8 8	\$29 \$0 \$29	\$0 \$0	\$0 \$0 \$	0\$ \$0	282	\$0	\$415 \$0 \$415
290	Behavior Technician (EWCP) 10	8.00	Stephens II, Derrick Pos# 126	8/17/2016	%0	\$16.39 \$16.39	57 130 187	\$7,474 \$17,047 \$24,521	\$393 \$393	\$360 \$360	\$7,868 \$17,407 \$25,274	\$488 \$1,079 \$1,567	\$114 \$252 \$366	\$602 \$1,332 \$1,933	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$83 \$183 \$265	\$0 \$1	\$8,552 18,921 27,473
	1 7th Grade - ELA/SS	1.00	Regacho, Joseph Pos# 47	8/1/2019	%0	\$5,317 \$5,317	8 11	\$15,951 \$42,536 \$58,486	\$0	\$0	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$844 \$877	\$4,218 \$6,141 \$10,358	\$0 \$0	\$167 \$447 \$614	38 05	21,556 52,377 73,933
110	2 6th Grade - ELA/SS 10	1.00	Dettloff, Alyssa Pos# 48	8/1/2020	%0	\$5, 303 \$5, 303	3 11	\$15,910 \$42,428 \$58,338	0\$	\$0	\$15,910 \$42,428 \$58,338	\$986 \$2,631 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$167 \$445 \$613	\$0 \$1 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2	21,055 51,594 72,649
110	3 8th Grade - ELA/SS 10	1.00	Muniz, Jacqueline Pos# 143	8/1/2020	%0	\$5,149 \$5,149	8 11	\$15,447 \$41,191 \$56,638	0\$	\$0	\$15,447 \$41,191 \$56,638	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$162 \$433 \$595	\$0 \$1 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2 \$2	20,551 50,250 70,802
1100/140	4 7th & 8th Grade - Math 10	1.00	Agan, Jason Pos# 144	8/1/2020	0	\$6,797 \$6,797	8 11	\$20,391 \$54,375 \$74,766	\$0	\$0	\$20,391 \$54,375 \$74,766	\$1,264 \$3,371 \$4,635	\$296 \$788 \$1,084	\$1,560 \$4,160 \$5,720	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$214 \$571 \$785	\$0 \$0 \$0 \$0 \$0 \$0 \$0	25,925 64,581 90,506
1100/140	5 7th & 8th Grade - Science 10	1.00	Wu, Yu Huan Pos# 145	8/1/2020	%0	\$6,581 \$6,581	3 8 11	\$19,742 \$52,645 \$72,386	0\$	\$0	\$19,742 \$52,645 \$72,386	\$1,224 \$3,264 \$4,488	\$286 \$763 \$1,050	\$1,510 \$4,027 \$5,538	\$752 \$782	\$3,760 \$5,475 \$9,236	0\$ \$0	\$207 \$553 \$760	\$0 \$0 \$0	25,220 62,700 87,920
	6 6th Grade - MatrVScience	1.00	Justine Kirksey Pos# 141	7/25/2016	100%	\$5,244 \$5,244	3 11	\$15,731 \$41,948 \$57,679	\$0	\$0	\$15,731 \$41,948 \$57,679	\$975 \$2,601 \$3,576	\$228 \$608 \$836	\$1,203 \$3,209 \$4,412	\$2,207 \$2,295	\$11,035 \$16,067 \$27,103	\$629 \$1,678 \$2,307	\$165 \$440 \$606	\$0 \$0 \$0 \$0 \$0	28,764 63,343 92,107
110	Middle School Teacher- Music 0		Pos#146 - Ended	9/1/2017	%0	0\$ 8	8 11	80 80 80	\$0	\$0	\$0 \$0 \$0	\$0 \$0 \$0	୫ ୫ ୫	\$0 \$0 \$0	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	80 80	\$0	\$0 \$0
110	7 Middle School Teacher-Elective (Leadership) 0	0.25	Vacant Pos# 339	8/1/2020	%0	\$5,390 \$5,390	8 8	\$4,043 \$10,780 \$14,823	\$0	\$0	\$4,043 \$10,780 \$14,823	\$251 \$668 \$919	\$59 \$156 \$215	\$309 \$825 \$1,134	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$42 \$113 \$156	\$0 \$1	\$4,394 11,718 16,113
110	8 PE Teacher (EWCP) 0	1.00	Reber, Justin Pos#61	8/1/2020	100%	\$5,317 \$5,317	8 8 11	\$15,951 \$42,536 \$58,486	\$0	\$0	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$752 \$782	\$3,760 \$5,475 \$9,236	\$638 \$1,701 \$2,339	\$167 \$447 \$614	25 25 25 25	21,737 53,413 75,150
1100/650	Education Specialist (EWCP) 0	0.50	Bingham, Sharon Pos#66	8/1/2019	%0	\$5,540 \$5,540	3 8 11	\$8,310 \$22,161 \$30,471	\$0	\$0	\$8,310 \$22,161 \$30,471	\$515 \$1,374 \$1,889	\$120 \$321 \$442	\$636 \$1,695 \$2,331	\$1,405 \$1,461	\$3,513 \$5,115 \$8,628	\$0 \$0 \$0	\$87 \$233 \$320	\$0 \$2 \$2	12,547 29,204 41,751
1100/301	Performing Arts Teachers (split funded) 0	6.00 0.50 33.40%	Morehouse, Paul Pos#68	9/30/2019	%0	\$44.56 \$44.56	66 147 213	\$5,893 \$13,126 \$19,020	\$0	\$0	\$5,893 \$13,126 \$19,020	\$365 \$814 \$1,179	\$85 \$190 \$276	\$451 \$1,004 \$1,455	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$62 \$138 \$200	\$0 \$1	\$6,406 14,268 20,674
190	Parent Academy Presenters 0					\$75.00 \$75.00	- 0	80 80 80 80	\$0	\$0	\$0 80 80	\$0 \$0 \$0	8 8 8 8	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0	\$0 \$
290	Child Care for Parent Academies Child Care for Parent Workshops 10	1.0	9	1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$0	\$119 \$0 \$119	\$7 \$0 \$7	888	6\$ \$6	0\$ \$0	0\$ \$0	\$0 \$0	\$1 \$0 \$1	\$0	\$130 \$0 \$130
1100/301	Saturday Instructors 0	6.0	8	Per Sat		\$100.00 \$100.00	12	\$0 \$7,200 \$7,200	\$0	\$0	\$0 \$7,200 \$7,200	\$0 \$446 \$446	\$0 \$104 \$104	\$0 \$551 \$551	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0 \$76 \$76	\$0\$	\$0 \$7,826 \$7,826
	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Spec/Intervention)	7.2	ŝ	Daily rate		\$200 \$200	0 15	\$0 \$21,750			\$0 \$21,750	\$0 \$1,349	\$0 \$315	\$0 \$1,664	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$228	3	\$0 23,642

Fortune Salary F	School of Education Budgets																	I		i	
, I yluu	2022 - June 30, 2023		Incre	ease 3.00 Hir	o% Elij	of Year gible for A	Gross Ionthly M	onths/	Syn	nposium	Subs for		FICA	Medi	Total	4.00% So (4.00% No (Medical	Cal	4% Put 403b 0	0105 0.0	er Ed /C 088	otal
1130 Position	E	FTE		Dat	e	403b	Cost Ho	Irs Paid 15	Salary Other \$21,750	Adjustmer \$	Sick Days . \$0	Total Comp \$21,750	0.062 \$1,349	0.0145 \$315	Taxes Mo. \$1,664	Premium Anni	ual Cost \$0	Match 0 \$0	0105 0.0 \$228	\$0 \$0	osts \$23,642
Subto	stal Site Salaries for EWCP								\$813,471	\$2,077	\$5,761	\$821,308	\$50,921	\$11,909	\$62,830		\$143,798	\$8,895	\$8,624	\$0 \$1,0	045,455
Alan Principa 1300	Rowe College Prep al	1.00	Bryant Pos# 71	1/2	1/2018	100%	\$7,503 \$7,503	4 8 2	\$30,014 \$60,027 \$90,041	8	Ş	\$30,014 \$60,027 \$90,041	\$1,861 \$3,722 \$5,583	\$435 \$870 \$1,306	\$2,296 \$4,592 \$6,888	\$2,357 \$2,451	\$11,784 \$17,157 \$28,941	\$800 \$1,600 \$2,400	\$315 \$630 \$945	09 09	\$45,209 \$84,007 129,216
Co-Prin	rcipal	1.00	Pos# 299 - Ended			%0	80 8	8 8	\$0 \$			\$0 \$0	\$0 \$0	\$0 \$	\$0 \$	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$		\$0\$
1300								12	\$0	\$0	0\$	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Science 1300	e Lead Teacher Stipend	1.00		1/2	1/2016		\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	80	\$0	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$ 0\$	\$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
Math Le 1300	ead Teacher Stipend	1.00		1/2	1/2016		\$1,650 \$1,650	0 0 0	\$0 \$1,650 \$1,650	05	0\$	\$0 \$1,650 \$1.650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$	0\$ 0\$	\$0 \$0	\$0 \$17 \$17	0\$	\$0 \$1,794 \$1,794
Lead To	eacher Stipend	1.00		1/2	1/2016		\$1,650 \$1,650	00	\$0 \$1,650	: 4	: 4	\$0 \$1,650	\$0 \$102	\$0 \$24	\$0 \$126	\$0 \$0	\$0 \$	\$0 \$	\$0 \$17	: :	\$0 \$1,794
Saturda	3y School Coordinator	0.00	Possible Future Position				% %	000	0\$ 0\$	0¢	0.0	0\$ 0\$	0\$ \$0\$	\$24 \$0 \$0	0\$ 0\$	0\$ \$0	888	0 \$ \$	0\$ \$	D ¢	508 87 108
1300/3010								0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Office M 2400	Vanager	8.00	Flemons, Patrice Pos# 73	7/18	9/2016	%0	\$24.83 \$24.83	89 173 262	\$17,675 \$34,358 \$52,033	\$0	\$	\$17,675 \$34,358 \$52,033	\$1,096 \$2,130 \$3,226	\$256 \$498 \$754	\$1,352 \$2,628 \$3,981	\$981 \$1,020	\$4,904 \$7,141 \$12,045	\$0 \$0 \$	\$186 \$361 \$546	\$0	\$24,118 \$44,488 \$68,605
School 2400	Secretary	8.00 1.00	Watts-Andrews, Parlisha Pos# 76	7/18	3/2016	%0	\$18.76 \$18.76	89 173 262	\$13,359 \$25,967 \$39,326	0\$	\$	\$13,359 \$25,967 \$39,326	\$828 \$1,610 \$2,438	\$194 \$377 \$570	\$1,022 \$1,986 \$3,008	\$2,193 \$2,281	\$10,965 \$15,965 \$26,931	\$0 \$0	\$140 \$273 \$413	\$0	\$25,486 \$44,192 \$69,678
Parent 2900	Llaison	5.00	Evelyn Hernandez Pos# 77	6/6	9/2013	%0	\$24.36 \$24.36	89 173 262	\$10,839 \$21,069 \$31,908	\$219 \$219	\$	\$11,058 \$21,069 \$32,127	\$686 \$1,306 \$1,992	\$160 \$305 \$466	\$846 \$1,612 \$2,458	\$0 \$	888	\$0 \$0	\$116 \$221 \$337	\$0	\$12,020 \$22,902 \$34,922
Food S 2200/5310	ervices Coordinator	6.00	Evelyn Mellin Pos# 78	4/24	1/2017	%0	\$16.88 \$16.88	60 143 203	\$6,078 \$14,485 \$20,563	\$405 \$405	\$540 \$540	\$6,483 \$15,025 \$21,508	\$402 \$932 \$1,334	\$94 \$218 \$312	\$496 \$1,149 \$1,645	\$0 \$0	\$ \$ \$	\$0 \$0	\$68 \$158 \$226	\$0 \$0	\$7,047 \$16,332 \$23,379
Supper 2200/5320	- Coordinator	2.00	Evelyn Mellin Pos# 80	4/24	1/2017	%0	\$16.88 \$16.88	47 102 149	\$1,587 \$3,444 \$5,031	\$	\$180 \$180	\$1,587 \$3,624 \$5,211	\$98 \$225 \$323	\$23 \$53 \$76	\$121 \$277 \$399	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$17 \$38 \$55	\$0	\$1,725 \$3,939 \$5,664
Food S 2200/5310	ervice Coordinator Aide	2.50	Vacant Pos# 303	8/1	1/2021	%0	\$16.88 \$16.88	54 127 181	\$2,279 \$5,360 \$7,639	\$405 \$405	\$360 \$360	\$2,684 \$5,720 \$8,405	\$166 \$355 \$521	\$39 \$83 \$122	\$205 \$438 \$643	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$28 \$60 \$88	\$0	\$2,918 \$6,218 \$9,136
Custodi 2200/0000	ian - Day	8.00 1.00	Lavine, Ryan Pos# 82	8/6	3/2015	%0	\$18.45 \$18.45	89 173 262	\$13,135 \$25,532 \$38,667	8	\$3,120 \$3,120	\$13,135 \$28,652 \$41,787	\$814 \$1,776 \$2,591	\$190 \$415 \$606	\$1,005 \$2,192 \$3,197	\$0 \$0	\$0 \$0 \$	\$0 \$0	\$138 \$301 \$439	\$0 \$0	\$14,278 \$31,145 \$45,423
Custodi 2200/0000	ian - Night	8.00 1.00	De Corona, Claudia Pos#149	1/2	1/2017	%0	\$17.39 \$17.39	89 173 262	\$12,381 \$24,067 \$36,448	0\$	\$3,120 \$3,120	\$12,381 \$27,187 \$39,568	\$768 \$1,686 \$2,453	\$180 \$394 \$574	\$947 \$2,080 \$3,027	\$882 \$917	\$4,409 \$6,420 \$10,829	\$0 \$0	\$130 \$285 \$415	\$0	\$17,868 \$35,972 \$53,839
Custodi 2200/0000	ian - Bridge	4.00 0.00	Johnson, Nathan Pos#150	10/21	1/2020	%0	\$15.91 \$15.91	89 173 262	\$5,665 \$11,012 \$16,677	\$191 \$191	\$480 \$480	\$5,856 \$11,492 \$17,348	\$363 \$713 \$1,076	\$85 \$167 \$252	\$448 \$879 \$1,327	\$0 \$0	\$0 \$0	\$0 \$0	\$61 \$121 \$182	\$0	\$6,366 \$12,492 \$18,858
Instruct (suppor 2100/6512	tional Aide - Mental Health rting Jaelah W)	8.00 (<mark>3.5</mark> 0) 0.50	Mcrae, Nicole Pos# 83	10/27	7/2016	%0	\$17.91 \$17.91	59 142 201	\$8,328 \$19,593 \$27,921	\$430 \$430	\$720 \$720	\$8,758 \$20,313 \$29,071	\$543 \$1,259 \$1,802	\$127 \$295 \$422	\$670 \$1,554 \$2,224	\$0 \$	\$0 \$0	\$0 \$0	\$92 \$213 \$305	\$ 0\$	\$9,520 22,081 \$31,600
Instruct (suppor 2100/6512	ional Aide - Mental Health rting Jaelaura W)	8.00 (<mark>3.50)</mark> 0.50	Turner, Josef Pos# 280	9/1	1/2015	%0	\$18.45 \$18.45	59 142 201	\$8,578 \$20,181 \$28,759	\$443 \$443	\$720 \$720	\$9,021 \$20,901 \$29,922	\$559 \$1,296 \$1,855	\$131 \$303 \$434	\$690 \$1,599 \$2,289	\$0 \$	0\$ \$0	0\$ \$0	\$95 \$219 \$314	\$ 0\$	\$9,805 22,720 \$32,525
Instruct (suppor 2100/6512	ional Aide - Mental Health rting multiple students 3rd grade)	7.60 (<mark>3.50)</mark> 0.50	Mosquedo, Alejandra Pos# 355	10/15	5/2020	%0	\$15.91 \$15.91	59 142 201	\$7,024 \$16,505 \$23,530	\$382 \$382	\$684 \$684	\$7,406 \$17,189 \$24,596	\$459 \$1,066 \$1,525	\$107 \$249 \$357	\$567 \$1,315 \$1,882	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	\$78 \$180 \$258	\$0	\$8,050 18,685 \$26,735
Instruct (suppor 2100/6512	ional Aide - Mental Health ting Muttiple including Z Gates)	7.60 (<mark>3.50)</mark> 0.50	Jordan, Kailea Pos# 407	12/16	3/2020	%0	\$15.91 \$15.91	59 128 187	\$7,024 \$14,812 \$21,837	\$382 \$382	\$684 \$684	\$7,406 \$15,496 \$22,902	\$459 \$961 \$1,420	\$107 \$225 \$332	\$567 \$1,185 \$1,752	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$78 \$163 \$240	\$ 0\$	\$9,931 19,582 \$29,513
Instruct (suppor 2100/6512	tional Aide - Mental Health rting multiple students 5th grade)	7.60 (<mark>3.50)</mark> 0.50	Hoff, Kyle Pos# 356	11/12	2/2019	%0	\$16.39 \$16.39	59 128 187	\$7,235 \$15,257 \$22,492	\$393	\$684 \$684	\$7,628 \$15,941 \$23,569	\$473 \$988 \$1,461	\$111 \$231 \$342	\$584 \$1,219 \$1,803	\$441 \$458	\$1,101 \$1,604 \$2,705	\$0 \$0	\$80 \$167 \$247	\$ 0\$	\$9,393 18,931 \$28,325

Fortun Salary	re School of Education / Budgets																		i	
July 1,	, 2022 - June 30, 2023	1	Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/		Symposium	Subs for	Total Canan	FICA	Medi	Total	4.00% So Ca 4.00% No Ca Medical		03b Pub 03b 0.0	Schi Highe //C W// 105 0.00	88 88 Tota	le d
2100/3010	ctional Aide - R'TI (Title I)	5.50 (1.00) 0.00	Vacant Pos# 85	2	%0	\$15.91	56 139 195	\$4,870 \$11,975 \$16,844	5382 5 \$382	\$360	\$5,251 \$12,335 \$17,586	\$326 \$765 \$1,090	\$179 \$179 \$255	\$402 \$944 \$1,345	\$0 \$0	\$0 \$	\$0 \$0 \$0	\$55 \$130 \$185	\$13 \$13 \$10 \$15	5,708 3,408 9,116
Readir 2100	ing Alde	5.00 (0.50) 0.00	√acant ⊃os# 89		%0	\$15.91 \$15.91	56 139 195	\$4,440 \$10,964 \$15,404	5382 \$382	\$360 \$360	\$4,822 \$11,324 \$16,146	\$299 \$702 \$1,001	\$70 \$164 \$234	\$369 \$866 \$1,235	\$0 \$0	\$0 \$0	\$0 \$0	\$51 \$119 \$170	\$0 \$13 \$10 \$11	5,241 2,310 7,551
Yoga I 2100/0000	Lead Teacher	0.20 0.00	Goss 20s #347	8/21/2019	6	\$43.71 \$43.71	11 25 36	\$96 \$219 \$315	\$ \$210 \$262 \$472	\$219 \$219	\$306 \$699 \$1,005	\$19 \$43 \$62	\$4 \$10 \$15	\$23 \$53 \$77	\$0 \$0	\$0 \$0	\$0 \$0	\$3 \$7 \$11	\$ 0\$	\$333 \$760 11,093
Behav 2900	vior Technician	5.50 V 0.00 P	Vacant 2os# 91		%0	\$15.91 \$15.91	54 127 181	\$4,726 \$11,116 \$15,842	\$ \$382 \$ \$382	\$360 \$360	\$5,108 \$11,476 \$16,584	\$317 \$711 \$1,028	\$74 \$166 \$240	\$391 \$878 \$1,269	\$0 \$0	0\$ \$0	\$0 \$0	\$54 \$120 \$174	\$1 \$13 \$0 \$18	5,553 2,474 8,027
Behav 2900	vior Technician	5.50 F	Regina Ethley Pos# 155	11/10/2020	0%	\$16.88 \$16.88	54 127 181	\$5,014 \$11,793 \$16,807	t \$405 \$405 \$405	\$360 \$360	\$5,419 \$12,153 \$17,572	\$336 \$753 \$1,089	\$79 \$176 \$255	\$415 \$930 \$1,344	\$0 \$0	\$0 \$0	\$0 \$0	\$57 \$128 \$185	\$1 \$15 \$10 \$15	5,891 3,210 9,101
Behav 2900	vior Technician	7.50 C 0.50 P	Cain, Daniel Pos# 156	7/1/2016	9%0	\$18.44 \$18.44	57 130 187	\$7,885 \$17,983 \$25,868	s \$443 \$443	\$675 \$675	\$8,327 \$18,658 \$26,985	\$516 \$1,157 \$1,673	\$121 \$271 \$391	\$637 \$1,427 \$2,064	\$458 \$476	\$1,145 \$1,668 \$2,813	\$0 \$0	\$87 \$196 \$283	\$10 \$2 \$0 \$32	0,197 1,949 2,146
1 3rd Gr 1100	rade - ELA/SS	1.00 P	dvarez, Natalie ≎os#157	8/1/2020	%0 0	\$5,149 \$5,149	8 11	\$15,447 \$41,191 \$56,638	\$	\$0	\$15,447 \$41,191 \$56,638	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0 \$0	\$162 \$433 \$595	\$20 \$50 \$7(0,551
2 Kinder 1100/1400	rgarten	1.00 P A	Viramontes, Jesus Pos# 158	8/1/2019	6	\$5,344 \$5,344	8 11	\$16,032 \$42,752 \$58,783		\$0	\$16,032 \$42,752 \$58,783	\$994 \$2,651 \$3,645	\$232 \$620 \$852	\$1,226 \$3,270 \$4,497	\$1,227 \$1,277	\$6,137 \$8,936 \$15,074	\$0 \$0 \$0	\$168 \$449 \$617	\$20 \$55 \$0 \$78	3,564 5,407 8,971
3 3rd Gr 1100/1400	irade - Matty Science	1.00 P	∕ucNally, Caitlin ⊃os#160	8/1/2020	0%0	\$5,317 \$5,317	3 8 11	\$15,951 \$42,536 \$58,486	- 49 49	\$0	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$167 \$447 \$614	\$5 \$5 \$0 \$72	1,099 1,711 2,810
4 4th Gr 1100/1400	rade - Self contained	1.00 P	Stafford, Jazzlyn ≎os# 164	8/1/2020	%0 0	\$5,189 \$5,189	8 11	\$15,568 \$41,516 \$57,084	8	\$0	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$1,191 \$3,176 \$4,367	\$752 \$782	\$3,760 \$5,475 \$9,236	0\$ \$0	\$163 \$436 \$599	\$2(\$5(\$7	0,683
5 Kinder 1100/1400	rigarten	1.00 P	Crosson, Chelsey ³ os# 92	8/1/2020	0%	\$5,203 \$5,203	8 11	\$15,609 \$41,624 \$57,232	\$	\$	\$15,609 \$41,624 \$57,232	\$968 \$2,581 \$3,548	\$226 \$604 \$830	\$1,194 \$3,184 \$4,378	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$164 \$437 \$601	\$20 \$50 \$7	0,727 0,720 1,447
6 Kinder 1100/1400	rgarten	1.00 P	3rewer, L⊪beth ⊃os# 93	8/3/2016	6 100%	\$6,815 \$6,815	3 11	\$20,446 \$54,523 \$74,970	\$	\$0	\$20,446 \$54,523 \$74,970	\$1,268 \$3,380 \$4,648	\$296 \$791 \$1,087	\$1,564 \$4,171 \$5,735	\$2,479 \$2,578	\$12,396 \$18,048 \$30,444	\$818 \$2,181 \$2,999	\$215 \$572 \$787	\$35 \$75 \$0 \$114	5,438 9,496 4,934
7 5th Gr 1100	rade - ELASS	1.00 P C	Crouse, Matthew Pos# 161	10/21/2016	9%	\$5,162 \$5,162	8 11	\$15,487 \$41,299 \$56,787	\$	\$	\$15,487 \$41,299 \$56,787	\$960 \$2,561 \$3,521	\$225 \$599 \$823	\$1,185 \$3,159 \$4,344	\$0 \$	\$0 \$0	\$0 \$0	\$163 \$434 \$596	\$16 \$42 \$0 \$67	6,835 4,893
8 1st Gr 1100	rade	1.00 P	Springer, Nicholas 2os#162	8/1/2019	%0 6	\$5,317 \$5,317	8 11	\$15,951 \$42,536 \$58,486	- 6 6	\$0	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$418 \$434	\$2,088 \$3,040 \$5,128	\$0 \$0	\$167 \$447 \$614	\$15 \$45 \$0	9,426 9,276 8,703
9 1st Gr 1100	rade	1.00 T. T.	Hunter (Harrison), Jade 2os#163	8/1/2020	%0	\$5,189 \$5,189	8 11 8	\$15,568 \$41,516 \$57,084	80	\$0	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$1,191 \$3,176 \$4,367	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$163 \$436 \$599	\$2(\$50 \$7	0,683 0,603 1,286
10 2nd Gi 1100	srade - MatNScience	1.00 Р. Я.	Romero, Melanie ⊃os# 166	8/13/2016	8	\$5,244 \$5,244	8 8 1	\$15,731 \$41,948 \$57,679	\$	\$	\$15,731 \$41,948 \$57,679	\$975 \$2,601 \$3,576	\$228 \$608 \$836	\$1,203 \$3,209 \$4,412	\$917 \$953	\$4,583 \$6,673 \$11,257	\$0 \$0	\$165 \$440 \$606	\$2. \$51 \$0	1,683 2,271 3,954
11 5th Gr 1100	rade - Math/Science	1.00 P V	Williams, Shunta Pos# 403	8/1/2014	4 100%	\$7,373 \$7,373	8 11 8	\$22,119 \$58,985 \$81,104	\$	\$	\$22,119 \$58,985 \$81,104	\$1,371 \$3,657 \$5,028	\$321 \$855 \$1,176	\$1,692 \$4,512 \$6,204	\$1,992 \$2,072	\$9,961 \$14,503 \$24,464	\$885 \$2,359 \$3,244	\$232 \$619 \$852	\$34 \$8(\$115	14,889 0,979 5,868
K-5 Te 11 00/1400	eacher	> 00.0	<i>V</i> acant - DO NOT FILL		%0	\$5,233 \$5,233	8 11	888	\$	\$	808	\$0 \$0 \$0	8 8 8	\$0 \$0 \$0	\$752 \$782	\$0 \$0	\$0 \$0	\$ \$ \$	0\$	\$ \$ \$
12 2nd Gi 1100	srade - ELA/SS	1.00 P	₋ayton, Sandra ²os# 168	8/3/2016	6 100%	\$7,020 \$7,020	8 11 8	\$21,060 \$56,159 \$77,219	\$	\$	\$21,060 \$56,159 \$77,219	\$1,306 \$3,482 \$4,788	\$305 \$814 \$1,120	\$1,611 \$4,296 \$5,907	\$922 \$959	\$4,609 \$6,711 \$11,320	\$842 \$2,246 \$3,089	\$221 \$590 \$811	\$28 \$7(\$0 \$98	8,343 0,002 8,345
Leade 1100	ership Teacher	0:00	^o os# 340-Moved to FMS		%0	\$5,390 \$5,390	8 1	888	8	\$0	\$0 \$0 \$	\$0 \$0 \$0	888	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$ \$ \$	0\$	\$ \$ \$
13 PE Te 1100	aacher	н 1.00 1.4	Hong, Bunlong 20s# 95	8/1/2019	%0	\$5,317 \$5,317	8 8 11	\$15,951 \$42,536 \$58,486	\$ 	\$	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$1,169 \$1,216	\$5,847 \$8,513 \$14,360	\$0 \$0 \$0	\$167 \$447 \$614	\$20 \$54 \$0	3,185 4,749 7,935
Educa	ation Specialist	00.1 > e	/acant ²os# 96	12/1/2020	0 100%	\$4,933 \$4,933	8 3	\$14,799 \$39,464 \$54,263	5	¢	\$14,799 \$39,464 \$54,263	\$918 \$2,447 \$3 364	\$215 \$572 \$787	\$1,132 \$3,019 \$4 151	\$124 \$129	\$619 \$901 ¢1 510	\$592 \$1,579 \$2,171	\$155 \$414 \$F70	\$15 \$45	7,297 5,377
1100/0300							:	~~~~	3	5	204 500	100,00	5 6	- 21'56		010,16	34,111	0100	200	1017

	Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023		=	Increase 3.	% %00.	of Year	Gross									4.00% So (4.00% No (Cal Cal	4% Pul	Schi High N/C w	her Ed	
	Position	FTE		_ 0	Hire El Date	ligible for 1 403b	Monthly I Cost Hc	Months/ Jurs Paid	S Salary Oth	ymposium er Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes M	Medical lo. Premium Anni	ual Cost	403b 0 Match 0	0105 0.0	088 T	otal
	Performing Arts Dept. Chair Stipend	0.00	Vacant		7/1/2016	, 0.00%	\$1,650 \$1,650	0 0	05 S			\$0 \$	\$0 \$0	8 8	0\$ \$	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0		\$0 \$
1300/301() Performing Arts Teachers (Title I)	4.00	Radu. Daniel	~	8/1/2020	0.00%	\$32.27	0 99	\$0 \$8.519	80	\$0	\$0 \$8.519	\$0 \$528	\$0 \$124	\$0 \$652	80	° %	°0 %	0\$ 68\$	\$0	\$0 \$9.260
1100/3010			Post 97				\$32.27	213	\$18,975 \$27,494	80	\$0	\$18,975 \$27,494	\$1,705	\$275 \$399	\$1,452 \$2,103	\$0	888	\$00	\$199 \$289	\$0	\$20,626
1900	Parent Academy Presenters	0.0	9				\$75.00 \$75.00	- 0	\$0 \$0 \$	\$0	\$0	\$0 \$0 \$0	\$0 \$0 \$0	88 88	% % %	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	80 S	\$0	% % %
2900	Child Care for Parent Academies Child Care for Parent Workshops	1.0	0		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$	\$119 \$0 \$119	\$7 \$0 \$7	\$2 80	6\$ 6\$	\$0 \$	0\$ \$0	\$0 \$0	\$1 \$0 \$1	\$0	\$130 \$0 \$130
1100/3010	Saturday Instructors	4.0	0	PerS	Sat		\$100.00 \$100.00	8 8	\$0 \$3,200 \$3,200	\$0	\$0	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	\$0 \$	0\$ \$0	0\$ \$0	\$0 \$34 \$34	\$0	\$0 \$3,478 \$3,478
1130	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist)	13.0	9	Daily	rate		\$200 \$200	0 15	\$0 \$39,000 \$39,000	\$0	\$0	\$000,839,000 \$39,000	\$0 \$2,418 \$2,418	\$0 \$566 \$566	\$0 \$2,984 \$2,984	0\$	0\$ \$0	0\$ \$0	\$0 \$410 \$410	\$0	\$0 \$42,393 \$42,393
	Subtotal Site Salaries for ARCP								\$1,493,016	\$5,716	\$13,626	\$1,512,357	\$93,766	\$21,929	\$115,695		\$248,626	\$13,902	15,880	\$0 \$1,	906,460
	Hazel Mahone College Prep Principal	1.00	Vacant Pos#98	-	8/1/2021	%0	\$7,073 \$7,073	4 8	\$28,291 \$56,581			\$28,291 \$56,581	\$1,754 \$3,508	\$410 \$820	\$2,164 \$4,328	\$750 \$780	\$3,749 \$5,459	\$0 \$0	\$297 \$594		\$34,501 \$66,963
130						i	:	12	\$84,872	\$0	\$0	\$84,872	\$5,262	\$1,231	\$6,493	:	\$9,208	\$0	\$891	\$0\$	101,464
1300	Dean of Students/Behavior Analyst	00:0	Possible Future Positi	ю		%0	8	4 8 2	888	\$0	\$0	\$0 \$0 \$0	\$0 \$0 \$	8 8	888	\$0 \$	\$0 \$0 \$	\$0 \$0 \$	8 8	\$0	G 88 68
	Lead Teacher K-2 Stipend	1.00	Vacant		7/1/2016		\$1,650 \$1,650	0 0	\$1,650 \$0			\$1,650 \$0	\$102 \$0	\$24 \$0	\$126 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$17 \$0		\$1,794 \$0
130(0	\$1,650	0\$	0\$	\$1,650	\$102	\$24	\$126	:	0\$	\$0	\$17	\$0	\$1,794
1300	Lead Teacher 3-5 Stipend	1.00	Vacant		7/1/2016		\$1,650 \$1,650	0 0 0	\$1,650 \$0 \$1,650	\$0	\$0	\$1,650 \$0 \$1,650	\$102 \$0 \$102	\$24 \$0 \$24	\$126 \$0 \$126	\$0 \$	8 8 8	\$0 \$0 \$	\$17 \$0 \$17	\$0	\$1,794 \$0 \$1,794
1300	Lead Science Teacher Stipend	1.00	Vacant	-	7/1/2016		\$1,650 \$1,650	0 0 0	\$1,650 \$0 \$1.650	80	80	\$1,650 \$0 \$1.650	\$102 \$0 \$102	\$24 \$0 \$24	\$126 \$0 \$126	\$0 \$0	% % %	\$0 \$0	\$17 \$0 \$17	\$0	\$1,794 \$0 \$1.794
	Saturday School Coordinator	0.00	Possible Future Positic	uo			\$25 \$25	9 4 8	\$0 \$:	:	\$0 \$0	\$0 \$0	08	000	\$0 \$	08 08	s 05	0\$ \$:	80
1300/3010		00	erio Firma	ī	- CONTRACT	10001	00.00	12	\$0 645 740	\$	\$0	\$0 **E 74.0	\$0	80	\$0	010	\$0 \$0	\$0	\$0 *1 EF	\$0	\$0
2400	Office Manager	8.00 1.00	Arnold, Gina Pos# 99	-	/20/2015	100%	\$22.08 \$22.08	89 173 262	\$15,719 \$30,555 \$46,274	\$0	\$0	\$15,719 \$30,555 \$46,274	\$975 \$1,894 \$2,869	\$228 \$443 \$671	\$1,203 \$2,337 \$3,540	\$1,948 \$2,025	\$9,738 \$14,178 \$23,916	\$629 \$1,222 \$1,851	\$165 \$321 \$486	\$0	\$27,453 \$48,613 \$76,066
2400	School Secretary	8.00 1.00	Rangel, Carla Pos# 170	11	/12/2019	100%	\$17.69 \$17.69	89 173 262	\$12,592 \$24,476 \$37,068	\$0	\$	\$12,592 \$24,476 \$37,068	\$781 \$1,518 \$2,298	\$183 \$355 \$537	\$963 \$1,872 \$2,836	\$454 \$472	\$2,269 \$3,304 \$5,573	\$504 \$979 \$1,483	\$132 \$257 \$389	\$0	\$16,460 \$30,889 \$47,349
2900	Parent Liaison (.625 FTE)	5.00	Degrate, Michelle Pos# 171	-	1/4/2019	%0	\$16.39 \$16.39	89 173 262	\$7,294 \$14,178 \$21,472	\$148 \$148	\$0	\$7,441 \$14,178 \$21,620	\$461 \$879 \$1,340	\$108 \$206 \$313	\$569 \$1,085 \$1,654	\$0 \$	8 8 S	\$0 \$0	\$78 \$149 \$227	\$0	\$8,089 \$15,412 \$23,501
2200/5310	Food Services Coordinator	6.00	Elder, Nisha Po <i>st</i> / 172	Ø	/20/2018	100%	\$17.50 \$17.50	60 143 203	\$6,302 \$15,019 \$21,321	\$420 \$420	\$540 \$540	\$6,722 \$15,559 \$22,281	\$417 \$965 \$1,381	\$97 \$226 \$323	\$514 \$1,190 \$1,704	\$0 \$0	8 8 8	\$269 \$622 \$891	\$71 \$163 \$234	\$0	\$7,576 \$17,535 \$25,111
2200/5320	Supper Coordinator	2.00	Elder, Nisha Pos# 173	α	//20/2018	100%	\$17.50 \$17.50	47 102 149	\$1,645 \$3,571 \$5,216	0\$	\$180 \$180	\$1,645 \$3,751 \$5,396	\$102 \$233 \$335	\$24 \$54 \$78	\$126 \$287 \$413	\$0 \$	80 \$0 \$0	\$66 \$150 \$216	\$17 \$39 \$57	\$0	\$1,854 \$4,227 \$6,082
2200/5310	Food Service Coordinator Aide	3.00	Vacant Pos# 305		8/1/2021	%0	\$15.91 \$15.91	54 127 181	\$2,578 \$6,063 \$8,641	\$382 \$382	\$360 \$360	\$2,960 \$6,423 \$9.383	\$184 \$398 \$582	\$43 \$93 \$136	\$226 \$491 \$718	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	\$31 \$67 \$99	08	\$3,217 \$6,982 \$10.199
	Custodian - Day	8.00 1.00	Quintanilla, Franklin Pos# 174	αĵ	/12/2105	100%	\$16.88 \$16.88	89 173	\$12,020 \$23,366		\$3,120	\$12,020 \$26,486	\$745 \$1,642	\$174 \$384	\$920 \$2,026	\$454 \$472	\$2,269 \$3,304	\$481 \$1,059	\$126 \$278		\$15,816 \$33,153
1000/0022	Custodian - Night	8.00	Jimenez, Karen		7/9/2020	%0	\$16.88	707	\$35,386 \$12,020	ß	\$3,120	\$12,020	\$2,387 \$745	\$174	\$2,940 \$920	\$798	\$3,989	\$0 \$0	\$126	0	\$17,056
2200/0000	_	1.00	Pos# 175				\$16.88	173 262	\$23,366 \$35,386	80	\$3,120 \$3,120	\$26,486 \$38,506	\$1,642 \$2,387	\$558	\$2,026 \$2,946	\$830	\$5,809 \$9,798	\$0 \$0	\$278 \$404	\$0	\$51,654
	Custodian - Bridge	4.00 0.00	Meza Rubio, Deysi Pos# 306		2/9/2021	%0	\$15.91 \$15.91	89 173	\$5,665 \$11,012	\$191	\$480	\$5,856 \$11,492	\$363 \$713	\$85 \$167	\$448 \$879	\$0 \$0	\$0 \$0	\$0 \$0	\$61 \$121	69	\$6,366 \$12,492
2200/0000								262	\$16,677	\$191	\$480	\$17,348	\$1,076	\$252	\$1,327		\$0	\$0	\$182	\$0	\$18,858

VIII.B.540.

Total Costs	\$8,660 \$20,114 \$28,774	\$9,542 \$21,202 \$30,745	\$8,895 \$21,706 \$30,601	\$5,880 \$13,799 \$19,678	\$5,224 \$12,206 \$17,430	\$0 \$0	\$10,476 \$21,618 \$32,094	\$333 \$523 \$855	\$18,943 \$37,631 \$56,575	\$5,719 \$12,445 \$18,164	\$6,437 \$14,398 \$20,835	\$8,286 \$18,626 \$26,912	\$21,284 \$51,927 \$73,211	\$19,079 \$48,374 \$67,452	\$22,008 \$53,207 \$75,214	\$19,034 \$48,255 \$67,290	\$22,146 \$54,482 \$76,628	\$20,912 \$50,936 \$71,848	\$20,912 \$50,936 \$71,848	\$20,912 \$50,936 \$71,848	\$18,186 \$47,992 \$66,178	\$23,567 \$58,016
Higher Ed W/C 0.0088	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$	
ub Schl + W/C 0.0105	\$84 \$194 \$278	\$81 \$189 \$270	\$86 \$210 \$296	\$57 \$133 \$190	\$50 \$118 \$168	8 8 8	\$101 \$209 \$310	\$2 \$8	\$115 \$264 \$378	\$55 \$120 \$175	\$62 \$139 \$201	\$80 \$180 \$260	\$167 \$445 \$613	\$164 \$438 \$603	\$164 \$438 \$603	\$164 \$437 \$601	\$177 \$473 \$651	\$163 \$436 \$599	\$163 \$436 \$599	\$163 \$436 \$599	\$155 \$414 \$570	\$189 \$504
4% 403b Match	\$0 \$0	\$0 \$0	\$0 \$0	80 80 80	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0 \$0 \$0	\$469 \$1,252 \$1,721	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$0 \$0
o Cal o Cal nnual Cost	\$ \$	\$1,135 \$1,652 \$2,787	\$0 \$0 \$	\$0 \$0 \$0	0\$ \$0	0\$ 0\$	0\$ \$	\$0 \$0 \$0	\$7,082 \$10,311 \$17,392	\$0 \$0 \$0	0\$ 0\$	\$0 \$0 \$0	\$3,989 \$5,809 \$9,798	\$2,068 \$3,011 \$5,078	\$4,527 \$6,592 \$11,119	\$2,068 \$3,011 \$5,078	\$3,779 \$5,502 \$9,280	\$3,989 \$5,809 \$9,798	\$3,989 \$5,809 \$9,798	\$3,989 \$5,809 \$9,798	\$2,100 \$5,096 \$7,196	\$3,989 \$5,809
4.00% S 4.00% N Medical Mo. Premium A	0\$ \$0	\$454 \$472	\$0 \$0	\$0 \$0	\$0 \$0	0\$	\$0 \$	\$0 \$	\$1,416 \$1,473	80	\$ \$	\$0 \$	\$798 \$830	\$414 \$430	\$905 \$942	\$414 \$430	\$756 \$786	\$798 \$830	\$798 \$830	\$798 \$830	\$700 \$728	\$798 \$830
Total Taxes	\$609 \$1,416 \$2,025	\$592 \$1,376 \$1,968	\$626 \$1,528 \$2,154	\$414 \$971 \$1,385	\$368 \$859 \$1,227	\$0 \$0 \$0	\$737 \$1,521 \$2,259	\$23 \$37 \$60	\$835 \$1,923 \$2,758	\$403 \$876 \$1,278	\$453 \$1,013 \$1,466	\$583 \$1,311 \$1,894	\$1,217 \$3,246 \$4,463	\$1,197 \$3,193 \$4,390	\$1,197 \$3,193 \$4,390	\$1,194 \$3,184 \$4,378	\$1,293 \$3,447 \$4,740	\$1,191 \$3,176 \$4,367	\$1,191 \$3,176 \$4,367	\$1,191 \$3,176 \$4,367	\$1,132 \$3,019 \$4,151	\$1,378 \$3,674
Medi 0145	\$116 \$268 \$384	\$112 \$261 \$373	\$119 \$290 \$408	\$78 \$184 \$262	\$70 \$163 \$233	80 80 80	\$140 \$288 \$428	\$4 \$7 \$11	\$158 \$364 \$523	\$76 \$166 \$242	\$86 \$192 \$278	\$111 \$248 \$359	\$231 \$615 \$846	\$227 \$605 \$832	\$227 \$605 \$832	\$226 \$604 \$830	\$245 \$653 \$898	\$226 \$602 \$828	\$226 \$602 \$828	\$226 \$602 \$828	\$215 \$572 \$787	\$261 \$696
FICA 0.062	\$494 \$1,147 \$1,641	\$480 \$1,115 \$1,595	\$507 \$1,238 \$1,745	\$335 \$787 \$1,122	\$298 \$696 \$994	\$0 \$0	\$598 \$1,233 \$1,831	\$19 \$30 \$49	\$677 \$1,558 \$2,235	\$326 \$710 \$1,036	\$367 \$821 \$1,188	\$473 \$1,062 \$1,535	\$986 \$2,631 \$3,617	\$970 \$2,587 \$3,558	\$970 \$2,587 \$3,558	\$968 \$2,581 \$3,548	\$1,048 \$2,794 \$3,841	\$965 \$2,574 \$3,539	\$965 \$2,574 \$3,539	\$965 \$2,574 \$3,539	\$918 \$2,447 \$3,364	\$1,117 \$2,978
Total Comp	\$7,967 \$18,504 \$26,471	\$7,735 \$17,985 \$25,720	\$8,183 \$19,968 \$28,152	\$5,409 \$12,694 \$18,103	\$4,806 \$11,229 \$16,035	8 8 8	\$9,638 \$19,888 \$29,525	\$306 \$481 \$787	\$10,913 \$25,134 \$36,046	\$5,261 \$11,449 \$16,711	\$5,922 \$13,246 \$19,168	\$7,623 \$17,136 \$24,758	\$15,910 \$42,428 \$58,338	\$15,650 \$41,732 \$57,382	\$15,650 \$41,732 \$57,382	\$15,609 \$41,624 \$57,232	\$16,898 \$45,060 \$61,958	\$15,568 \$41,516 \$57,084	\$15,568 \$41,516 \$57,084	\$15,568 \$41,516 \$57,084	\$14,798 \$39,463 \$54,261	\$18,011 \$48,029
Subs for Sick Dave	\$693 \$693	\$693 \$693	\$693 \$693	\$360 \$360	\$360 \$360	0\$	\$918 \$918	\$0	\$720 \$720	\$0	\$360 \$360	\$675 \$675	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
mposium r Adiustmer	\$405 \$405	\$393 \$393	0\$ \$0	\$393 \$393	\$382 \$382	°\$0	\$0	\$210 \$262 \$472	\$536 \$536	\$393 \$393	\$443 \$443	\$405 \$405	0\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Salary Othe	\$7,562 \$17,811 \$25,373	\$7,341 \$17,292 \$24,634	\$8,183 \$19,275 \$27,459	\$5,016 \$12,334 \$17,350	\$4,424 \$10,869 \$15,293	0\$ \$	\$8,720 \$19,888 \$28,608	\$96 \$219 \$315	\$10,377 \$24,414 \$34,791	\$4,868 \$11,449 \$16,317	\$5,479 \$12,886 \$18,365	\$7,217 \$16,461 \$23,678	\$15,910 \$42,428 \$58,338	\$15,650 \$41,732 \$57,382	\$15,650 \$41,732 \$57,382	\$15,609 \$41,624 \$57,232	\$16,898 \$45,060 \$61,958	\$15,568 \$41,516 \$57,084	\$15,568 \$41,516 \$57,084	\$15,568 \$41,516 \$57,084	\$14,798 \$39,463 \$54,261	\$18,011 \$48,029
nths/ s Paid	59 142 201	59 142 201	59 142 201	56 139 195	56 139 195	59 142 201	57 130 187	11 36	59 142 201	54 127 181	54 127 181	57 130 187	3 8 11	3 8 11	3 8 11	3 8 11	3 8 11	3 8 11	3 8 11	8 11	3 8 11	ю ø
oss nthly Mc ost Hou	516.88 516.88	516.39 516.39	518.27 518.27	516.39 516.39	315.91 515.91	\$0.00 \$0.00	43.71 43.71	43.71 43.71	22.32	16.39 16.39	318.45 518.45	16.88 16.88	55,303 55,303	5,217 5,217	5,217 5,217	5,203 5,203	55,633 55,633	55,189 55,189	5,189 55,189	55,189 55,189	4,933 4,933	6,004 6,004
fYear G ble for Mc 03b C	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	75%	%0	%0	%0	%0	%0	%0	%0
% e Eiigi 44	/2019	//2018	/2018		/2020	/2018	/2019	/2019	/2017	/2020	/2020	//2018	/2020		/2019	/2019	/2016	/2020	/2020	/2020	/2021	/2020
ase 3.00 Hir Dat	1/1	10/30	8/1	pnment	8/1	8/1	8/21	8/21	10/16	8/1 nent	8/1 gnment	8/30	8/1		8/1	8/1	7/25	8/1	8/1	8/1	8/1	8/1
Incre	Smith, Tabeca Pos# 331	Lanston, Etzie Pos# 332	Smith, Tiffani Pos# 361 POSITION ENDED 8/26/20	Vacant Pos# 179 Nicholas Domke-temp assi	Vilimek, Anna Pos#180	00 Pos# 308 - Ended 50) 50	Goss Pos #346	Goss Pos #347	Wade, Esmeralda Pos# 285	Vacant Pos#181 Brown, Rene - temp assign	Vacant Pos# 307 Martinez, Salina - temp assi	Bullocks, Monica Pos#182	Underwood, Megan Pos# 183	LaVigne, Elizabeth Pos#188	Muszel, Brittany Pos# 189	Soto, Dominique Pos#184	Andrews, Lannette Pos# 185	Marshall, Crystal Pos# 190	Smith, Cambria Pos#186	Ochoa, Analecia Pos#191	Vacant Pos#187	Pearson, Elizabeth Pos# 273
FTE	7.70 (3.20) 0.50	7.70 (<mark>3.20)</mark> 0.50	7.70 <mark>(3.20)</mark> 0.50	5.50 (1.00) 0.00	5.00 (1.00) 0.00	0.80	3.50	0.20	8.00 (<mark>3.50)</mark> 1.00	5.50	5.50	7.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023 Position	Instructional Aide - Mental Heatth (supports MM/)	Instructional Aide - SPED (supports L.J) v6500	Instructional Aide - Mental Health TS-5th grade	Reading Aide (0000	Reading Aide /0000	4th Grade Instructional Aide (0000	Yoga Instructor /0000	Yoga Lead Teacher /0000	Behaviorist /0000	Behavior Technician 2900	Behavior Technician 2900	Behavior Technician 2900	1 2nd Grade - ELA/SS /1400	2 1st Grade /1400	 Transitional Kindergarten 1100 	4 6th & 7th Grade - ELA/Humanities /1400	5 Kindergarten /1400	6 5th Grade - Self contained 1100	7 4th Grade - Math/Science /1400	8 3rd Grade ELA/SS 1100	9 K-5 Teacher Growth 1100	10 Kindergarten
	2100	2100	2100	2100/	2100	2100	2100,	2100	2100				1100,	1100,		1100,	1100,		1100,			

Fortune School of Education Salary Budgets																			
July 1, 2022 - June 30, 2023			Increase	3.00% % c Hire Elizi	fYear Gr bla for Moi	OSS Mont	, et	Sumoe	eium Suhe	Ş			Aodi T	Isto	4.00% So Ca 4.00% No Ca dical		4% Pub	Schl Higher	5 1 2 1 2
Position 1100	Ľ	TE		Date 4	039	ost Hours	11 S	alary Other Adju \$66,040	ustmer Sick E \$0	ays Tota \$0	al Comp 0 \$66,040	\$4,094	0145 T. \$958	axes Mo. P \$5,052	remium Annua	I Cost N \$9,798	Aatch 0.0 \$0	\$693	8 Costs \$0 \$81,5
11 1st Grade 1100	-	.00 Winn, Jazmine Pos# 274	Ð	8/1/2017	\$ %0	55, 230 55, 230	8 11	\$15,690 \$41,840 \$57,530	0\$	80	\$15,690 \$41,840 \$57,530	\$973 \$2,594 \$3,567	\$228 \$607 \$834	\$0 \$3,201 \$3,201	\$422 \$439	\$2,108 \$3,070 \$5,178	\$0 \$0	\$165 \$439 \$604	\$17,9 \$48,5 \$0 \$66,5
12 2nd Grade - Math/Science 1100	-	.00 Ambrose (Ndir Pos# 288	rangu), Kayren	8/6/2018	\$ %0	55, 330 55, 330	8 8 1	\$15,991 \$42,644 \$58,635	\$0	\$	\$15,991 \$42,644 \$58,635	\$991 \$2,644 \$3,635	\$232 \$618 \$850	\$0 \$3,262 \$3,262	\$603 \$627	\$3,015 \$4,390 \$7,405	\$0 \$0	\$168 \$448 \$616	\$19, \$50,7 \$0 \$69,9
13 4th Grade - ELA/SS 1100	-	.00 Zuehlke, Mollie Pos# 317	Ð	8/1/2020	\$ %0	55,430 55,430	8 11	\$16,290 \$43,440 \$59,730	\$	80	\$16,290 \$43,440 \$59,730	\$1,010 \$2,693 \$3,703	\$236 \$666 \$866	\$0 \$3,323 \$3,323	\$798 \$830	\$2,394 \$5,809 \$8,202	\$0 \$0	\$171 \$456 \$627	\$18,8 \$53,0 \$0 \$71,8
14 3rd Grade - Math/Science 1100	-	.00 Bassegio, Juli Pos# 318	ama	8/1/2020	\$ %0	55, 189 55, 189	8 11	\$15,568 \$41,516 \$57,084	\$0	80	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$0 \$3,176 \$3,176	\$903 \$939	\$4,514 \$6,572 \$11,085	\$0 \$0	\$163 \$436 \$599	\$20,2 \$51,6 \$0 \$71,9
15 6th & 7th Grade - Math/Science 1100	÷	.00 Jones, Julia Pos# 404		8/1/2020	\$ %0	55, 189 55, 189	8 11 8	\$15,568 \$41,516 \$57,084	\$	\$	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$0 \$3,176 \$3,176	\$798 \$830	\$3,989 \$5,809 \$9,798	80 80	\$163 \$436 \$599	\$19,7 \$50,6 \$0 \$70,6
16 Middle School Teacher - Leadership 1100	0	.25 Vacant New position	for growth	8/1/2021	\$ %0	55,081 55,081	8 11	\$3,811 \$10,162 \$13,973	\$0	\$	\$3,811 \$10,162 \$13,973	\$236 \$630 \$866	\$55 \$147 \$203	\$0 \$777 \$777	0\$ \$	0\$ 0\$ 8	\$0 \$0	\$40 \$107 \$147	\$3,5 \$11,0 \$0 \$14,8
17 Middle School Teacher 1100	-	.00 Vacant New position	for growth	8/1/2021	\$ %0	4, 933 4, 933	8 8 11	\$14,798 \$39,463 \$54,261	\$0	80	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$0 \$3,019 \$3,019	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$155 \$414 \$570	\$17,0 \$47,9 \$0 \$65,0
18 Middle School Teacher 1100	-	.00 Vacant New position	for growth	8/1/2022	%0	4, 933 4, 933	8 11	\$14,798 \$39,463 \$54,261	\$0	\$0	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$0 \$3,019 \$3,019	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$155 \$414 \$570	\$17,0 \$47,9 \$0 \$65,0
19 PE Teacher 1100	-	.00 Kelley, Frederi Pos# 192	ŏ	8/1/2020	\$ %0	55, 303 55, 303	8 8 1	\$15,910 \$42,428 \$58,338	0\$	\$0	\$15,910 \$42,428 \$58,338	\$986 \$2,631 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$481 \$500	\$2,403 \$3,499 \$5,902	80 80 80 80	\$167 \$445 \$613	\$19,6 \$49,6 \$0 \$69,3
Education Specialist 11 00/6500	-	.00 Spolidoro, Cyn Pos# 193	nthia	8/1/2019	75% {	56,217 56,217	8 11 8	\$15,650 \$41,732 \$57,382	\$	80	\$15,650 \$41,732 \$57,382	\$970 \$2,587 \$3,558	\$227 \$605 \$832	\$1,197 \$3,193 \$4,390	\$1,879 \$1,954	\$9,393 \$13,676 \$23,069	\$469 \$1,252 \$1,721	\$164 \$438 \$603	\$26,8 \$60,2 \$0 \$87,7
Performing Arts Teachers (Title I) 1100/3010	4	.00 Vacant Pos#194			\$ %0	43.31 43.31	66 147 213	\$11,433 \$25,464 \$36,897	\$0	0\$	\$11,433 \$25,464 \$36,897	\$709 \$1,579 \$2,288	\$166 \$369 \$535	\$875 \$1,948 \$2,823	\$0 \$0	0\$ 0\$	୫ ୫ ୫	\$120 \$267 \$387	\$12,4 \$27,6 \$0 \$40,7
Parent Academy Presenters 1900		00.7				575.00 575.00	- 0	\$0 \$0	\$0	\$	0\$ \$0	0\$ \$0	888	80 80	\$0 \$0	80 80 80 80	\$0 \$0	8 8 8	\$0
Child Care for Parent Academies Child Care for Parent Workshops 2900		1.00		1.0	<i>., .</i> ,	s15.90 s15.90	7.5 0	\$119 \$0 \$119	\$0	8	\$119 \$0 \$119	\$7 \$0 \$7	\$ 8 8	6\$ 6\$	\$0 \$0	8 8 8	\$ \$ \$	\$\$ \$\$	\$ \$ \$0\$
Saturday Instructors 1100/3010		2.00	Per	Sat	<u>, 6</u>	00.00	88	\$0 \$1,600 \$1,600	\$0	\$0	\$0 \$1,600 \$1,600	66\$ 0\$	\$0 \$23 \$23	\$0 \$122 \$122	\$0 \$0	80 80 80 80	% % %	\$0 \$17 \$17	\$1,3
Substitute Teachers (12 sick/2 float (no subs for Principal/Ed Specialist) 1130	er/1 misc)	18.25	Dail	ly rate		\$200 \$200	0 15 15	\$0 \$54,750 \$54,750	\$0	\$0	\$0 \$54,750 \$54,750	\$0 \$3,395 \$3,395	\$0 \$794 \$794	\$0 \$4,188 \$4,188	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$575 \$575	\$0 \$59,5
Subtotal Site Salaries for HMCP							s	1,754,933 \$:4,963 \$ [.]	13,272	\$1,773,168	109,936	\$25,711 \$	127,040	65	246,023	\$9,424 \$1	8,618	\$0 \$2,174,2
Fortune Middle School Assistant Principal 1300	-	.00 Janine Knill Pos# 301		7/1/2018	100%	6, 753 6, 753	4 8 12	\$27,012 \$54,024 \$81,037	ŝ	\$	\$27,012 \$54,024 \$81,037	\$1,675 \$3,350 \$5,024	\$392 \$783 \$1,175	\$2,066 \$4,133 \$6,199	\$932 \$969	\$4,660 \$6,785 \$11,445	\$1,080 \$2,161 \$3,241	\$284 \$567 \$851	\$35, \$67,6 \$0 \$102,7
Office Manager 2400	0 -	.00 Vacant - see h .00	ligh school		%0	00.0\$	88 174 262	୫ ୫ ୫	\$0	0\$	\$0 \$0	0\$ \$0	05 80	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$0	08 80	\$0
School Secretary (split funded) 2400	∞ ←	.00 Lee, Chevelle .00 Pos #370 Create New po	<i>in 20-21</i> osition so 1 FTE per s	7/29/2015 school	100%	21.15 21.15	88 174 262	\$14,886 \$29,434 \$44,320	\$0	\$	\$14,886 \$29,434 \$44,320	\$923 \$1,825 \$2,748	\$216 \$427 \$643	\$1, 139 \$2, 252 \$3, 390	\$428 \$445	\$1,711 \$3,114 \$4,826	\$595 \$1,177 \$1,773	\$156 \$309 \$465	\$18,4 \$36,2 \$0 \$54,7
Parent Liaison (split funded) 2900	60 6 6	.00 Jemmott, Rapl .75 Pos #337 3.33%	hael	10/3/2019	\$ %0	516.94 516.94	88 174 262	\$8,943 \$17,683 \$26,625	\$0	80	\$8,943 \$17,683 \$26,625	\$554 \$1,096 \$1,651	\$130 \$256 \$386	\$684 \$1,353 \$2,037	\$433 \$450	\$1,623 \$2,364 \$3,987	୫ ୫ ୫	\$94 \$186 \$280	\$11,3 \$21,5 \$0 \$32,9
Food Services Coordinator 2200/5310	90	.00 Vacant .50 New position	for growth	8/1/2021	%0	315.45 315.45	53 155 208	\$4,913 \$14,369 \$19,282	0\$	\$540 \$540	\$4,913 \$14,909 \$19,822	\$305 \$924 \$1,229	\$71 \$216 \$287	\$376 \$1,141 \$1,516	\$728 \$757	\$1,820 \$2,650 \$4,470	% %	\$52 \$157 \$208	\$7, \$18, \$0 \$26,0
Supper Coordinator	00	.00 Jackson, Shirk .50 Pos #372	ey	8/1/2020	0% 3	515.91 515.91	37 111	\$1,178 \$3,533		\$180	\$1,178 \$3,713	\$73 \$230	\$17 \$54	\$90 \$284	\$0 \$0	\$0 \$0	\$0 \$0	\$12 \$39	\$1,2 \$4,0

	Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023															4.00% So C		điđ	Schl Highe	er Ed	
	Position	FTE	=	C	Hire Ei	igible for N 403b	Anthly Cost	Months/ Hours Paid	S Salary Oth	symposium er Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes Mo	Medical . Premium Annu	ual Cost	47% 403b 0.0 Match 0.0	105 0.0	69 886	tal osts
2200/532	20							148	\$4,710	\$0	\$180	\$4,890	\$303	\$71	\$374		\$0	\$0	\$51	\$0\$	\$5,316
2100/651	Instructional Aide - Mental Health (supporting Y Abanum and J Kelly) 12	8.00 (3.50) 0.50	Hawkins, Brandon Pos# 152		2/3/2020	%0	\$16.39 \$16.39	59 142 201	\$7,622 \$17,932 \$25,553	\$393 \$393	\$720 \$720	\$8,015 \$18,652 \$26,667	\$497 \$1,156 \$1,653	\$116 \$270 \$387	\$613 \$1,427 \$2,040	\$0 \$0	\$0 \$0	\$0 \$0	\$84 \$196 \$280	\$0 \$2	\$8,712 :0,274 28,987
2100/651	Instructional Adde - Mental Health (supporting Multiple Including Percelle & Ellis) 12	7.60 (<mark>3.50)</mark> 0.50	Garcia, Eston Pos# 408		1/4/2021	%0	\$15.91 \$15.91	59 142 201	\$7,024 \$16,505 \$23,530	\$382 \$382	\$684 \$684	\$7,406 \$17,189 \$24,596	\$459 \$1,066 \$1,525	\$107 \$249 \$357	\$567 \$1,315 \$1,882	\$752 \$782	\$1,880 \$2,738 \$4,618	0\$ \$0	\$78 \$180 \$258	\$0 \$0	\$9,931 1,423 31,353
2100/651	Instructional Ade - Mental Health (supporting M Abanum) 12	8.00 (<mark>3.50)</mark> 0.50	Vacant Pos# 153 Wolfson, Rachel - temp	assignment	8/1/2020	%0	\$16.39 \$16.39	59 142 201	\$7,622 \$17,932 \$25,553	\$393 \$393	\$720 \$720	\$8,015 \$18,652 \$26,667	\$497 \$1,156 \$1,653	\$116 \$270 \$387	\$613 \$1,427 \$2,040	\$0 \$	80 80 80	\$0 \$0	\$84 \$196 \$280	\$0 \$2 \$2	\$8,712 0,274 28,987
2200/000	Custodian - Day 10	8.00 1.00	Cooper, Dennis Pos #373	7.	/15/2020	%0	\$15.91 \$15.91	88 174 262	\$11,203 \$22,152 \$33,355	\$0	\$0	\$11,203 \$22,152 \$33,355	\$695 \$1,373 \$2,068	\$162 \$321 \$484	\$857 \$1,695 \$2,552	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$118 \$233 \$350	ବ ବ ବ ୧୦ ୧୦	15,938 29,554 45,492
22 00/000	Custodian - Night 10	8.00 1.00	Vacant New position for grow.	Ę	8/1/2020	%0	\$15.00 \$15.00	88 174 262	\$10,560 \$20,880 \$31,440	\$0	\$0	\$10,560 \$20,880 \$31,440	\$655 \$1,295 \$1,949	\$153 \$303 \$456	\$808 \$1,597 \$2,405	\$700 \$728	\$2,800 \$5,096 \$7,896	0\$ \$0	\$111 \$219 \$330	ર્સ સં ર ર	14,279 27,793 42,071
2200/000	Custodian - Bridge 10	4.00 0.00	Possible Future Positio	и		%0	\$0.00 \$0.00	88 174 262	& & &	\$	0\$ \$	0\$ \$0	\$0 \$0 \$0	& & &	80 80 80	0\$ \$	80 80 80	\$0 \$0 \$0	0\$ \$0	0\$	୫ ୫ ୫
590	Behavior Tech J0	8.00	Johnson, Richard Pos #374		8/1/2020	%0	\$15.91 \$15.91	57 130 187	\$7,257 \$16,550 \$23,807	\$382 \$382	\$720 \$720	\$7,638 \$17,270 \$24,909	\$474 \$1,071 \$1,544	\$111 \$250 \$361	\$584 \$1,321 \$1,906	\$752 \$782	\$1,880 \$2,738 \$4,618	\$0 \$0	\$80 \$181 \$262	80 80 80 80	10,183 21,510 31,693
290	Behavior Tech 30	8.00	Vacant New position for grow	ų	8/1/2020	%0	\$15.00 \$15.00	57 130 187	\$6,840 \$15,600 \$22,440	\$360	\$720 \$720	\$7,200 \$16,320 \$23,520	\$446 \$1,012 \$1,458	\$104 \$237 \$341	\$551 \$1,248 \$1,799	\$700 \$728	\$1,750 \$2,548 \$4,298	\$0 \$0	\$76 \$171 \$247	* * 80	\$9,576 20,288 29,864
11 00/ 140	1 6th/7th/8th Grade Math	1.00	Atkins, Marcus Pos#165	2	/16/2014	%0	\$7,716 \$7,716	8 1	\$23,147 \$61,725 \$84,872	\$	\$0	\$23,147 \$61,725 \$84,872	\$1,435 \$3,827 \$5,262	\$336 \$895 \$1,231	\$1,771 \$4,722 \$6,493	\$1,492 \$1,552	\$7,459 \$10,861 \$18,320	\$0 \$0	\$243 \$648 \$891	\$0 \$1.	32,620 77,956 10,576
1100/140	2 6th/7th/8th Grade ELA/Humanities 10	1.00	Williams, Danny Pos#167	α	/21/2019	%0	\$7,020 \$7,020	с в f	\$21,060 \$56,159 \$77,219	\$	\$0	\$21,060 \$56,159 \$77,219	\$1,306 \$3,482 \$4,788	\$305 \$814 \$1,120	\$1,611 \$4,296 \$5,907	\$2,800 \$2,912	\$14,000 \$20,384 \$34,384	\$0 \$0	\$221 \$590 \$811	\$0 \$1 \$1	36,892 81,429 18,321
110	3 6th/7th/8th Grade Science 30	1.00	Stowe, Tera Pos# 159		8/1/2020	%0	\$5,189 \$5,189	8 1	\$15,568 \$41,516 \$57,084	\$	\$0	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$1,191 \$3,176 \$4,367	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$163 \$436 \$599	80 80 80	20,683 50,603 71,286
110	4 6th/7th/8th Grade Social Science 30	1.00	Doubek, Matthew Pos# 375		8/1/2020	%0	\$5, 189 \$5, 189	8 11	\$15,568 \$41,516 \$57,084	\$	\$0	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$1,191 \$3,176 \$4,367	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$163 \$436 \$599	80 80 80	20,683 50,603 71,286
110	5 Middle School Teacher - Math/Science/Misc 30	1.00	Vacant New position for grow	Ę	8/1/2021	%0	\$5,081 \$5,081	с в f	\$15,242 \$40,646 \$55,889	\$	\$0	\$15,242 \$40,646 \$55,889	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1,166 \$3,109 \$4,275	\$700 \$728	\$3,500 \$5,096 \$8,596	\$0 \$0	\$160 \$427 \$587	8 6 8 8	20,069 49,279 69,347
110	6 Middle School Teacher 30	1.00	Vacant New position for grow	ŧ	8/1/2021	%0	\$5,081 \$5,081	8 8 1	\$15,242 \$40,646 \$55,889	\$ \$	\$0	\$15,242 \$40,646 \$55,889	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1,166 \$3,109 \$4,275	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$160 \$427 \$587	સ સ સ સ	18,669 49,279 67,947
110	Middle School Teacher 30	00.0	Vacant - DO NOT FILL	_		%0	\$0 \$	8 11 3	\$ \$	\$ \$	\$0	0\$ 0\$	80 80	\$ \$	\$0 \$0	0\$	0\$ 80	\$0 \$0	80 %	\$0	8 8 8
110	Middle School Teacher 30	00.0	Vacant - DO NOT FILL	_		%0	\$0 \$	8 11 3	\$ \$ \$	\$ \$	\$0	0\$ 0\$	80 80	& & &	0\$ \$0	0\$	80 \$0	\$0 \$0	% %	\$0	% %
110	7 Leadership Teacher 30	0.25	Zamorano, Frank in 20- Pos# 340	-21	8/1/2020	%0	\$5,149 \$5,149	8 11	\$3,862 \$10,298 \$14,160	% %	\$0	\$3,862 \$10,298 \$14,160	\$239 \$638 \$878	\$56 \$149 \$205	\$295 \$788 \$1,083	\$752 \$782	\$940 \$1,369 \$2,309	\$0 \$0	\$41 \$108 \$149	80 80	\$5,138 12,563 17,700
110	8 PE Teacher 30	1.00	Zamorano, Frank Pos# 376		8/1/2020	%0	\$5,149 \$5,149	3 11	\$15,447 \$41,191 \$56,638	\$0	\$0	\$15,447 \$41,191 \$56,638	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$752 \$782	\$3,760 \$5,475 \$9,236	\$0 \$0	\$162 \$433 \$595	80 80 80	20,551 50,250 70,802
	Education Specialist	0.50	Jordan, Jaylan	8	/23/2017	%0	\$5,149	e	\$7,723			\$7,723	\$479	\$112	\$591	\$752	\$1,880	\$0	\$81	ès	10,276

	Fortune School of Education Salary Budgets																	i		i	
	July 1, 2022 - June 30, 2023			Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/		Symposium	Subs for	C	FICA	Medi	Total	4.00% So 4.00% No Medical	Cal	4% Pu 403b 0	0.0105 0.01	280 ge	otal
	LOSING	Ľ	Pos #377		Date	40.00	\$5,149	B 8	\$20,596	allishing all	OLA Udys	\$20,596	\$1,277	\$299	\$1,576	\$782	\$2,738	\$0 \$	\$216	8	\$25,12
1100/650	0							1	\$28,319	\$0	\$0	\$28,319	\$1,756	\$411	\$2,166		\$4,618	\$0	\$297	\$0	\$35,40
	Performing Arts Teachers (Title I)	4.00 0.50	Provost, Jordan Pos# 378		8/1/2020	%0	\$33.76 \$33.76	65 148	\$8,777 \$19,985			\$8,777 \$19,985	\$544 \$1,239	\$127 \$290	\$671 \$1,529	\$0 \$0	0\$ 0\$	\$0 \$	\$92 \$210	0,	\$9,54
1100/301	0						I	213	\$28,762	\$0	\$0	\$28,762	\$1,783	\$417	\$2,200		\$0	\$0	\$302	\$0	\$31,26
	Child Care for Parent Academies Child Care for Parent Workshops	-	00.		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0			\$119 \$0	\$7	\$2 \$0	8 \$	0 \$ \$0	\$0 \$0	\$0 \$0	\$1 \$0		\$13 \$1
290	00						I		\$119	\$0	\$0	\$119	\$7	\$2	\$6	•	\$0	\$0	\$1	\$0	\$13(
	Saturday Instructors	9	00.	Per	- Sat		\$100.00	ę	\$0			\$0	\$0	\$0	\$0 \$	\$0	\$0	\$0	\$0 \$76		\$0
1100/3010	0						00.001 \$	12	\$7,200	\$0	\$0	\$7,200	\$446	\$104	\$551	2	\$0	\$0	\$76	\$0	\$7,826
113	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist) (0	7.25			Daily rate		\$200 \$200	0 15 15	\$0 \$21,750 \$21,750	\$0	\$0	\$0 \$21,750 \$21,750	\$0 \$1,349 \$1,349	\$0 \$315 \$315	\$0 \$1,664 \$1,664	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$228 \$228	\$0	\$0 \$23,642 \$23,642
	Subtotal Site Salaries for Fortune Middle Scho								\$906,636	\$1,911	\$4,284	\$912,831	\$56,596	\$13,236	\$69,832		\$158,524	\$5,014	\$9,585	\$0 \$1,	155,785
	Early College High School Regional Director of Schools	1.00	Odisa Nyong		7/1/2017	100%	\$10,609	4 0	\$42,436 \$94,970			\$42,436 604 077	\$2,631 er 2e2	\$615	\$3,246	\$1,387	\$6,934 \$10,006	\$1,697 \$2,205	\$446	ů, é	\$54,760
230	0		F08 #300				600 OI \$	12 0	\$127,308	\$0	\$0	\$127,308	\$7,893	\$1,846	\$9,739	2445	\$17,030	\$5,092	\$1,337	\$0 \$0	160,507
	Middle School Asst Principal - Zero Year	0.00	Moves to the middle	school		%0	0\$ \$	4 8	88			0\$ \$	0\$	0\$	0\$ \$	0\$	\$0 \$0	\$0 \$0	0\$ \$		8 8
1300/461	0						1	12	\$0	\$0	\$0	\$0	\$0	\$0	\$0	r F	\$0	\$0	\$0	\$0	\$
	Counselor and Activities Director	1.00	Akele Newton Pos #271		9/4/2018	100%	\$5,721 \$5,721	4 0	\$22,885 \$45,771			\$22,885 \$45.771	\$1,419	\$332	\$1,751 \$3.501	\$1,377 \$1.432	\$6,883 \$10.022	\$915 \$1.831	\$240 \$481		\$32,675 \$61,605
120	00							12	\$68,656	\$0	\$0	\$68,656	\$4,257	966\$	\$5,252	1 1 1	\$16,905	\$2,746	\$721	\$0	\$94,280
	Counselor	1.00	Vacant New position for gro	wth	7/1/2022	%0	\$5,000 \$5,000	48	\$20,000 \$40,000			\$20,000 \$40,000	\$1,240 \$2,480	\$290	\$1,530 \$3,060	\$700 \$728	\$2,800 \$5,096	\$0 \$	\$210 \$420		\$24,540 \$48,576
120	00						1	12	\$60,000	\$0	\$0	\$60,000	\$3,720	\$870	\$4,590		\$7,896	\$0	\$630	\$0\$	\$73,116
	Office Manager	8.00	Kristy Nong Pos #255		10/1/2018	100%	\$23.41 \$23.41	89 173	\$16,671 \$32.405			\$16,671 \$32,405	\$1,034	\$242 \$470	\$1,275 \$2.479	\$1,550 \$1.612	\$7,752 \$11 286	\$667 \$1 296	\$175 \$340		\$26,540 \$47.807
240	00						I	262	\$49,076	\$0	\$0	\$49,076	\$3,043	\$712	\$3,754	1 - - - -	\$19,038	\$1,963	\$515	\$0\$	\$74,346
	School Secretary (split funded)	8.00 1.00	Lee, Chevelle Pos #370		7/29/2015	100%	\$21.14 \$21.14	89 173	\$15,055 \$29,264			\$15,055 \$29,264	\$933 \$1,814	\$218 \$424	\$1,152 \$2,239	\$728 \$757	\$2,912 \$5,300	\$602 \$1,171	\$158 \$307		\$19,879 \$38,280
240	00							262	\$44,318	\$0	\$0	\$44,318	\$2,748	\$643	\$3,390		\$8,212	\$1,773	\$465	\$0\$	\$58,159
	Parent Liaison (split funded)	6.00	Jemmott, Raphael Pos #337		10/3/2019	%0	\$16.94 \$16.94	89 173	\$9,045 \$17.581	\$305		\$9,349 \$17.581	\$580	\$136	\$715 \$1.345	\$433 \$450	\$1,623 \$2.364	\$0 \$0	\$98 \$185		\$11,786 \$21.474
290	00	66.67%					1	262	\$26,625	\$305	\$0	\$26,930	\$1,670	\$390	\$2,060	•	\$3,987	\$0	\$283	\$0\$	\$33,260
	Food Services Coordinator	6.00 0.50	Regina Drumgoole Pos #256		8/21/2017	%0	\$17.39 \$17.39	60 143	\$6,260 \$14,920	\$417	\$540	\$6,677 \$15,460	\$414 \$959	\$97 \$224	\$511 \$1,183	\$71 \$73	\$176 \$257	\$0 \$0	\$70 \$162	0,	\$7,435 \$17,062
2200/531	0							203	\$21,180	\$417	\$540	\$22,137	\$1,373	\$321	\$1,694		\$433	\$0	\$232	\$0\$	\$24,496
	Supper Coordinator	00.0	Vacant- no supper at i NO POS #	SH		%0	\$0.00 00.08	00	0\$			0\$	°08	0\$	0\$ 0\$	0\$	\$0 \$0	\$0	0\$ 0\$		0\$ 0\$
2200/5321	0							0	\$0	\$0	\$0	\$0	\$0	\$	\$	2	\$0	\$0	8	\$0	\$
	Custodian - Day	8.00 1.00	Corona, Stephanie Pos #257		7/22/2019	%0	\$17.39 \$17.39	88 174	\$12,239 \$24,200		\$3,120	\$12,239 \$27,320	\$759	\$177 \$396	\$936 \$2,090	\$383 \$399	\$1,917 \$2,791	\$0 \$0	\$129 \$287	0, 0,	\$15,221 \$32,488
2200/000	0							262	\$36,440	0\$	\$3,120	\$39,560	\$2,453	\$574	\$3,026		\$4,708	\$0	\$415	\$ 0\$	\$47,709
	Custodian - Night	8.00 1.00	Vacant Pos #258		8/1/2021	%0	\$15.00 \$15.00	88 174	\$10,560 \$20,880			\$10,560 \$20,880	\$655 \$1,295	\$153	\$808 \$1.597	\$728 \$757	\$2,912 \$5,300	\$0 \$0	\$111 \$219		\$14,391 \$27,996
2200/000	0						I	262	\$31,440	\$0	\$0	\$31,440	\$1,949	\$456	\$2,405	÷	\$8,212	\$0	\$330	\$ 0\$	\$42,387
	Instructional Aide - Special Ed (supports MWS & CB 12th grade)	7.15 0.00	Antoinique Robinson Pos# 293		8/3/2018	%0	\$17.39 \$17.39	59 142	\$7,334 \$17,651		\$644	\$7,334 \$18,295	\$455 \$1,134	\$106 \$265	\$561 \$1,400	\$0 \$0	\$0 \$0	\$0 \$0	\$77 \$192		\$7,972 \$19,886
2100/650	0	0.50						201	\$24,985	\$0	\$644	\$25,629	\$1,589	\$372	\$1,961		\$0	\$0	\$269	\$0\$	\$27,858
	Instructional Aide - Special Ed	7.10	Castillo, Veronica		2/1/2021	%0	\$15.91	59	\$6,666			\$6,666	\$413	\$97	\$510	\$0	\$0	\$0	\$70		\$7,246

	Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023		Increase	3.00%	% of Year	Gross	/outpo/	ð	minorum	Subs for		¢ L	ic of M	- Teto E	4.00% So Cal 4.00% No Cal	4034	Pub So	chi Higher E C W/C	Ed a	_
	Position (supports 9th grade)	FTE 0.00	Po辑 409	Date	403b	Cost Hk \$15.91	ours Paid 142	Salary Othe \$16,044	er Adjustmer	Sick Days \$639	Total Comp \$16,683	0.062 \$1,034	0.0145	Taxes Mo. \$1,276	Premium Annual Co \$0	sot Matc	\$0 0.010	175 0.008	\$18 \$18	s 134
2100/650(0.50					201	\$22,710	\$0	\$639	\$23,349	\$1,448	\$339	\$1,786		\$0	\$0\$	245	\$0 \$25	,381
2100/6512	Instructional Aide - Mental Health (supporting 9th Grade - multiple students)	7.70 0.00 0.50	Smith, Tiffani Po <i>si</i> # 405	8/1/2018	%0	\$18.82 \$18.82	59 142 201	\$8,548 \$20,574 \$29,123	\$452 \$452	\$693 \$693	\$9,000 \$21,267 \$30,267	\$558 \$1,319 \$1,877	\$131 \$308 \$439	\$689 \$1,627 \$2,315	\$0 \$0	08 80 80	\$0 \$0 \$0	\$95 223 318	\$9 \$23, \$0 \$32	117
2100/6512	Instructional Aide - Behavior (supporting C Williams-10th Grade)	7.80 0.00 0.50	Mosqueda, Ophelia Pos# 151	8/19/2015	%0	\$19.38 \$19.38	59 142 201	\$8,920 \$21,469 \$30,389	\$465 \$465	\$702 \$702	\$9,385 \$22,171 \$31,556	\$582 \$1,375 \$1,956	\$136 \$321 \$458	\$718 \$1,696 \$2,414	\$570 \$1 \$592 \$2 \$3	1,424 2,073 3,497	\$0 \$0 \$0	\$99 233 331	\$11 \$26, \$0 \$37	626 173
2100/6512	Instructional Aide - Mental Health (supports JM - 11th grade)	8.00 0.00 0.50	East-Robinson, Michaela Pos# 282	2/27/2018	%0	\$17.39 \$17.39	59 142 201	\$8,208 \$19,754 \$27,962	\$417 \$417	\$720 \$720	\$8,625 \$20,474 \$29,099	\$535 \$1,269 \$1,804	\$125 \$297 \$422	\$660 \$1,566 \$2,226	\$73	\$176 \$257 \$433	\$ \$0 \$0 \$0	\$91 215 306	\$9 \$22 \$0 \$32	552
2100/4610	AVID Tutor (4.5 hours per day/2x per week)	4.50	Vacant Pos# 325		%0	\$15.91 \$15.91	22 56 78	\$1,575 \$4,010 \$5,586	\$382 \$382	09E\$	\$1,957 \$4,370 \$6,328	\$121 \$271 \$392	\$28 \$63 \$92	\$150 \$334 \$484	\$0 \$0	\$0 \$0	\$0 \$0	\$21 \$46 \$66	\$2 \$4 \$0 \$6	,128 ,750
2100/4610	AVID Tutor (2.8 hours per day/5x per week)	0.25	Zarnorano, Frank in 20-21 Pos# 326	8/1/2020	%0	\$5, 149 \$5, 149	° 8 7	\$3,862 \$10,298 \$14,160	\$	\$0	\$3,862 \$10,298 \$14,160	\$239 \$638 \$878	\$56 \$149 \$205	\$295 \$788 \$1,083	\$752 \$1 \$782 \$1 \$2	\$940 1,369 2,309	\$0 \$0 \$0	\$41 108 149	\$5 \$12 \$0 \$17	,138 ,563
2100/4610	AVID Tutor (4.5 hours per day/2x per week)	4.50 0.00	King, Alexa Pos# 327	8/15/2020	%0	\$15.91 \$15.91	25 28 28	\$1,575 \$4,010 \$5,586	\$382 \$382	\$360 \$360	\$1,957 \$4,370 \$6,328	\$121 \$271 \$392	\$28 \$63 \$92	\$150 \$334 \$484	\$71 \$73	\$0 \$0	\$0 \$0	\$21 \$46 \$66	\$2 \$4 \$0 \$6	,128 ,750
2900	Behavior Technician	8.00	Palumbo, Christopher Pos #302	8/3/2020	%0	\$15.91 \$15.91	56 139 195	\$7,129 \$17,696 \$24,825	\$382 \$382	\$360 \$360	\$7,511 \$18,056 \$25,567	\$466 \$1,119 \$1,585	\$109 \$262 \$371	\$575 \$1,381 \$1,956	\$728 \$757	\$0 \$0	\$0 \$0 \$0	\$79 190 268	\$8 \$19 \$0 \$27	,165 ,791
2900	Behavior Technician	8.00	Cleveland Williams Pos #300	10/9/2017	%0	\$18.44 \$18.44	59 142 201	\$8,724 \$21,063 \$29,787	\$443 \$443	\$720 \$720	\$9,167 \$21,783 \$30,950	\$568 \$1,351 \$1,919	\$133 \$316 \$449	\$701 \$1,666 \$2,368	\$73	\$176 \$257 \$433	\$0 \$0 \$0	\$96 229 325	\$10 \$23 \$0 \$34	,140 ,935
1100	1 High School Teacher - ELA 9 <i>th/12th Grade</i>)	1.00	Shywand Royal Pos #260	8/1/2018	%0	\$6,797 \$6,797	8 11	\$20,391 \$54,375 \$74,766	\$	\$0	\$20,391 \$54,375 \$74,766	\$1,264 \$3,371 \$4,635	\$296 \$788 \$1,084	\$1,560 \$4,160 \$5,720	\$466 \$2 \$484 \$3 \$5	2,329 3,391 5,720	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0	214 571 785	\$24 \$62 \$0 \$86	494 497 990
1100	2 High School Teacher - ELA	1.00	Webb-Magee, Lena Rose Pos #371	8/1/2020	%0	\$5,303 \$5,303	8 1	\$15,910 \$42,428 \$58,338	\$	\$0	\$15,910 \$42,428 \$58,338	\$986 \$2,631 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$752 \$3 \$782 \$5 \$9	3,760 5,475 9,236	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0	167 445 613	\$21 \$51 \$0 \$72	,055 ,594
;	3 High School Teacher - Science	1.00	Vacant New position for growth	8/1/2021	%0	\$5,081 \$5,081	3 11	\$15,242 \$40,646 \$55,889	\$	\$0	\$15,242 \$40,646 \$55,889	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1,166 \$3,109 \$4,275	\$728 \$2 \$757 \$5 \$7	2,184 5,300 7,484	\$ 0 \$ 0 \$ 0 \$ 0	160 427 587	\$18 \$49 \$0 \$68	,753 ,483 ,235
, 1100/1400	4 High School Teacher - Upper Math Aigebra & Geometry	1.00	Miller, Kitt Pos #261	11/18/2019	%0	\$5,633 \$5,633	3 11	\$16,898 \$45,060 \$61,958	0\$	\$0	\$16,898 \$45,060 \$61,958	\$1,048 \$2,794 \$3,841	\$245 \$653 \$898	\$1,293 \$3,447 \$4,740	\$504 \$2 \$524 \$3 \$6	2,519 3,668 6,187	\$ 0 \$ 0 \$ 0 \$ 0	177 473 651	\$20 \$52 \$0 \$73	,887 ,648
1100	5 High School Teacher - Science 9th/12th Grade	1.00	Naomi Elliott Pos #262	1 0/1 /20 18	%0	\$5,747 \$5,747	8 11	\$17,242 \$45,980 \$63,222	\$	\$0	\$17,242 \$45,980 \$63,222	\$1,069 \$2,851 \$3,920	\$250 \$667 \$917	\$1,319 \$3,517 \$4,836	\$904 \$4 \$940 \$6 \$11	4,521 6,583 1,104	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0	181 483 664	\$23 \$56 \$0 \$79	,264 ,563
11 00/ 1400	3 High School Teacher - Spanish -	1.00	Moreno (Turnbull), Moraima Pos #320	8/1/2020	%0	\$5,149 \$5,149	8 11	\$15,447 \$41,191 \$56,638	\$	\$0	\$15,447 \$41,191 \$56,638	\$958 \$2,554 \$3,512	\$224 \$597 \$821	\$1,182 \$3,151 \$4,333	\$752 \$3 \$782 \$5 \$9	3,760 5,475 9,236	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0	162 433 595	\$20 \$50 \$0 \$70	,551 ,250
• -	7 High School Teacher - Spanish	1.00	Vacant Increase FTE to 1.00	8/1/2021	%0	\$5,081 \$5,081	° 8 1	\$15,243 \$40,648 \$55,891	\$	\$0	\$15,243 \$40,648 \$55,891	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$1,166 \$3,110 \$4,276	\$700 \$3 \$728 \$5 \$8	3,500 5,096 8,596	\$ 0 \$ 0 \$ 0 \$ 0	160 427 587	\$20 \$49 \$0 \$69	,069 ,280
1100	B High School Teacher - Lower Math Pre-Atgebra and Math AVID	1.00	Julia Gladding Pos #341	8/1/2019	75%	\$5,317 \$5,317	8 11	\$15,951 \$42,536 \$58,486	\$	0\$	\$15,951 \$42,536 \$58,486	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,474	\$390 \$1 \$405 \$2 \$4	1,949 \$ 2,838 \$1, 4,787 \$1,	\$479 \$,276 \$,755 \$	167 447 614	\$19 \$50 \$70	,766 ,350
11 00/1400	9 High School Teacher - Social Science	1.00	Thomas, Steven Pos #342	8/1/2019	%0	\$5,189 \$5,189	8 8 11	\$15,568 \$41,516 \$57,084	\$0	\$0	\$15,568 \$41,516 \$57,084	\$965 \$2,574 \$3,539	\$226 \$602 \$828	\$1,191 \$3,176 \$4,367	\$752 \$3 \$782 \$5 \$9	3,760 5,475 9,236	\$ 0 \$ 0 \$ 0 \$ 0 \$ 0	163 436 599	\$20 \$50 \$0 \$71	,683 ,603
1) High School Teacher - Social Science	0.50	Vacant New position for growth	8/1/2022	%0	\$4,933 \$4,933	ю 8	\$7,400 \$19,732			\$7,400 \$19,732	\$459 \$1,223	\$107 \$286	\$566 \$1,509	\$700 \$1 \$728 \$2	1,050 2,548	\$ \$0 \$	\$78 207	\$9 \$23	,093 1977

Forture School of Education Salary Budgets July 1, 2022 - June 30, 2023		Increase	3.00% Hire	% of Year Flictible for	Gross	Months/	20	missium	Subs for		FICA	Medi	Total	4.00% So 4.00% No	Cal Cal	4% Pu	b Schl High W/C M	her Ed //C 0088	otal
Position 1100	FTE		Date	403b	Cost	Hours Paid	Salary Other \$27.132	Adjustmer S	sick Days	Total Comp \$27.132	0.062 \$1.682	0.0145	Taxes Mo \$2.076	Premium Ann	nual Cost \$3.598	Match \$	0.0105 0.0 \$285	800 800 80	costs \$33.090
11 High School Teacher - PE	8.00	Chan, Alexandra	8/17/2019	%0	\$33	65	\$17,328	1		\$17,328	\$1,074	\$251	\$1,326	\$728	\$29,120	8	\$182	1	\$47,955
1100	1.00	Pos #343			\$33	148 213	\$39,454 \$56,782	0\$	\$0	\$39,454 \$56,782	\$2,446 \$3,520	\$572 \$823	\$3,018 \$4,344	\$757	\$42,399 \$71,519	\$0 \$0	\$414 \$596	\$0\$	\$85,286 133,241
12 High School Teacher - PE	4.00	Vacant New position for growth	8/1/2022	%0	\$31.84 \$31.84	65 148	\$8,278 \$18,849			\$8,278 \$18,849	\$513 \$1,169	\$120 \$273	\$633 \$1,442	0\$	8 8	\$0 \$0	\$87 \$198		\$8,999 \$20,489
1100						213	\$27,128	\$0	\$0	\$27,128	\$1,682	\$393	\$2,075		\$0	\$0	\$285	\$0	\$29,488
13 High School Teacher - AVID	1.00	Vacant New position for growth	8/1/2022	%0	\$4,933 \$4,933	r 8	\$14,799 \$39,464			\$14,799 \$39,464	\$918 \$2,447	\$215 \$572	\$1,132 \$3,019	\$700 \$728	\$2,100 \$5,096	\$0 \$0	\$155 \$414		\$18,187 \$47,993
1100						11	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0	\$66,180
Education Specialist	1.00	Jordan, Jaylan Pos #264	8/23/2017	%0	\$5,149 \$5.149	r 8	\$15,447 \$41.191			\$15,447 \$41.191	\$958 \$2.554	\$224 \$597	\$1,182 \$3.151	\$752 \$782	\$3,760 \$5.475	\$0 \$0	\$162 \$433		\$20,551 \$50.250
1100/6500						11	\$56,638	\$0	\$0	\$56,638	\$3,512	\$821	\$4,333		\$9,236	\$0	\$595	\$0	\$70,802
Performing Arts Teacher (Title I)	4.00	Edwards, Detrick Pos #270	9/26/2019	%0	\$34 \$34	65 148	\$8,730 \$19,878			\$8,730 \$19,878	\$541 \$1,232	\$127 \$288	\$668 \$1,521	\$0 \$0	8 8	\$0 \$0	\$92 \$209		\$9,490 \$21,607
1100/3010						213	\$28,608	\$0	\$0	\$28,608	\$1,774	\$415	\$2,189		\$0	\$0	\$300	\$0	\$31,097
Child Care for Parent Academies Child Care for Parent Workshops	1.00		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0			\$119 \$0	\$7 \$0	\$2 \$0	80 80	\$0 \$0	\$0 \$0	\$0 \$0	\$1 \$0		\$130 \$0
2900							\$119	0\$	0\$	\$119	\$7	\$2	6\$		\$0	\$0	\$1	\$0	\$130
Music Director	1.00			%0	0\$	4 8	05 OS			\$0 \$0	0\$ \$0	\$ \$	8 8	0\$ \$0	\$0 \$	0\$ \$0	\$ \$		0\$ 0\$
23 00/ 900 1					I	12	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Instructional Aide - RTI (Trite I) (.69 F	TE) 0.00	Vacant		%0	15.00	52 144	05 05			0\$ \$0	\$0 \$0	S 5	0\$ (\$	\$728 \$757	\$0 \$0	\$0 \$0	S S		\$ \$
2100/3010	0.00					196	ŝ	80	\$0	\$0	\$0	8	80	5	\$0	\$0	8	\$0	80
Substitute Teachers (12 sick/2 floater (no subs for Principal/Ed Specialist)	/1 misc) 12.00	0	Daily rate		\$200 \$200	15	\$0 \$36,000			000'98\$ \$36'000	\$0 \$2,232	\$0 \$522	\$0 \$2,754	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$378		\$0 \$39,132
1130					I	15	\$36,000	\$0	\$0	\$36,000	\$2,232	\$522	\$2,754		\$0	\$0	\$378	\$0	\$39,132
Subtotal Site Salaries for Early Coll	ege High School						\$1,509,096	\$3,645	\$8,858	\$1,521,599	\$94,339	\$22,063	\$116,402		\$256,225	\$13,329	\$15,977	\$0 \$1,	923,532
Tecoy Porter College Prep Principal	1.00	Williams, Tamara	7/29/2013	100%	\$7,957	4 0	\$31,827			\$31,827	\$1,973	\$461	\$2,435	\$915	\$4,574	\$1,273	\$334		\$40,443
1300		108 #500			106'1¢	12 0	\$95,481	\$0	\$	\$95,481	\$5,920	\$1,384	\$7,304	106¢	\$11,233	\$3,819	\$1,003	\$ 0\$	\$7.6,336 (118,840
Assistant Principal	1.00	Osborne (Hamakawa), Coryn Pos #368	9/21/2015	100%	\$6,365 \$6.365	4 00	\$25,462 \$50.923			\$25,462 \$50.923	\$1,579 \$3.157	\$369 \$738	\$1,948 \$3.896	\$1,484 \$1,544	\$7,421 \$10.805	\$1,018 \$2,037	\$267 \$535		\$36,116 \$68,196
1300						12	\$76,385	\$0	\$0	\$76,385	\$4,736	\$1,108	\$5,843		\$18,226	\$3,055	\$802	\$ 0\$	104,312
Lead Teacher K-2 Stipend	1.00	Vacant			\$1,650 \$1.650	0 0	\$1,650 \$0			\$1,650 \$0	\$102 \$0	\$24 \$0	\$126 \$0	\$0 \$0	80 80	\$0 \$0	\$17 \$0		\$1,794 \$0
1300					1	0	\$1,650	\$0	\$0	\$1,650	\$102	\$24	\$126		\$0	\$0	\$17	\$0	\$1,794
Lead Teacher 3-5 Stipend	0.00	Vacant - do not fill			\$1,650 \$1,650	0 0	\$0 \$0			\$0 \$0	0\$ \$0	\$ \$	8 8	0\$ \$0	% %	0\$ \$0	\$ \$		0\$ 0\$
1300						0	0\$	0\$	0\$	\$0	0\$	0\$	0\$		0\$	\$0	0\$	\$0	\$0
Lead Science Teacher Stipend	0.00	Vacant			\$1,650 \$1,650	0 0	\$0 \$0			\$0 \$0	\$0 \$0	°\$ \$	°8 8	\$0 \$0	\$0 \$0	\$0 \$0	°\$ 8		°\$ \$
1300						0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Saturday School Coordinator	0.00	Possible Future Position			\$26 \$26	8	\$0 \$			\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$		\$0 \$0
1300/3010						12	0\$	0\$	0\$	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Office Manager	8.00	Stewart, Tephaney Pos #379	10/26/2020	%0	\$22.08 \$22.08	89 173	\$15,719 \$30,555	:	:	\$15,719 \$30,555	\$975 \$1,894	\$228 \$443	\$1,203 \$2,337	\$752 \$782	\$3,760 \$5,475	\$0	\$165 \$321	:	\$20,847 \$38,689
2400						262	\$46,274	80	\$0	\$46,274	\$2,869	\$671	\$3,540		\$9,236	\$0	\$486	\$0	\$59,536
School Secretary	8.00	Vacant New position for growth	7/1/2021	%0	\$18.54 \$18.54	89 173	\$13,200 \$25,659			\$13,200 \$25,659	\$818 \$1,591	\$191 \$372	\$1,010 \$1,963	\$728 \$757	\$2,912 \$5,300	\$0 \$0	\$139 \$269		\$17,261 \$33,192

Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023														4.00% So	Cal	P	o Schi High	er Ed	
		Increase	3.00% Hire E	6 of Year ligible for	Gross Monthly N	onths/	Syn	posium	ubs for		FICA	Medi	Total	4.00% No Medical	Cal	4% 403b	W/C 0105 0.0	088 088	otal
Position 2400	Ш		Date	403b	Cost Ho	Irs Paid 262	Salary Other \$38,860	Adjustmer Si \$0	ck Days \$0	Total Comp \$38,860	0.062 \$2,409	0.0145 \$563	Taxes Mc \$2,973	o. Premium Ann	nual Cost \$8,212	Match 0 \$0	.0105 0.0 \$408	\$0 \$0	osts \$50,452
Parent Liaison (.625 FTE)	5.00	higuez, Isabel Pos #380	7/1/2020	%0	\$15.91 \$15.91	89 173	\$7,082 \$13.765	\$143		\$7,225 \$13.765	\$448 \$853	\$105 \$200	\$553 \$1.053	0\$ \$0	0\$ 9	0\$ \$	\$76 \$145	0	\$7,853 \$14.963
2900						262	\$20,847	\$143	80	\$20,990	\$1,301	\$304	\$1,606		\$	\$0	\$220	\$0 \$	\$22,816
Food Services Coordinator(.87 FTE)	6.00	Ryan, Crystal Pos #381	8/1/2020	%0	\$15.91 \$15.91	60 143	\$5,729 \$13,654	\$382	\$540	\$6,111 \$14,194	\$379 \$880	\$89 \$206	\$467 \$1,086	\$752 \$782	\$1,880 \$2,738	°\$ 8	\$64 \$149	03	\$8,523 \$18,166
2200/5310						203	\$19,383	\$382	\$540	\$20,305	\$1,259	\$294	\$1,553	•	\$4,618	\$0	\$213	\$ 0\$	\$26,689
Supper Coordinator	2.00	Ryan, Crystal Pos #382	8/1/2020	%0	\$15.91 \$15.91	47 102	\$1,496 \$3,246		\$180	\$1,496 \$3,426	\$93 \$212	\$22 \$50	\$114 \$262	0\$ \$0	80 80	\$0 \$	\$16 \$36		\$1,626 \$3,724
2200/5320						149	\$4,742	\$0	\$180	\$4,922	\$305	\$71	\$377		\$0	\$0	\$52	\$0	\$5,350
Custodian - Day	8.00	Corona, Dionisio Pos #383	8/1/2020	%0	\$16.39 \$16.39	89 173	\$11,670 \$22,685		\$3 120	\$11,670 \$25,805	\$724 \$1.600	\$169 \$374	\$893 \$1.974	\$752 \$782	\$3,760 \$5.475	0\$ 0\$	\$123 \$271	09 03	\$16,446 \$33.525
2200/0000	2				0	262	\$34,355	\$0	\$3,120	\$37,475	\$2,323	\$543	\$2,867	1	\$9,236	\$0	\$393	\$0\$	\$49,971
Custodian - Night	8.00 1.00	Harris, Tim Pos #384	7/16/2020	%0	\$16.39 \$16.39	89 173	\$11,670 \$22,685		\$3,120	\$11,670 \$25,805	\$724 \$1,600	\$169 \$374	\$893 \$1,974	\$752 \$782	\$3,760 \$5,475	\$0 \$0	\$123 \$271	67 67 67	\$16,446 \$33,525
2200/0000						262	\$34,355	0\$	\$3,120	\$37,475	\$2,323	\$543	\$2,867		\$9,236	\$0	\$393	\$ 0\$	\$49,971
Custodian - Bridge	4.00 0.00	Vacant New position for growth	7/1/2021	%0	\$15.45 \$15.45	89 173	8 8		\$1,560	\$0 \$1,560	26\$	\$0 \$23	\$0 \$119	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$16		\$0 \$1,696
2200/0000						262	\$0	\$0	\$1,560	\$1,560	26\$	\$23	\$119	•	\$0	\$0	\$16	\$0	\$1,696
Instructional Aide - Mental Health	00.0 00.0			%0	00:0\$	53 155	8 8	\$0		\$0 \$0	\$0 \$	0\$ \$0	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	°8 0		\$0 \$0
2100/6512	0.50					208	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Instructional Aide - Special Ed	0.00			%0	\$15.91 \$15.91	53 155	\$0 \$		\$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$		\$0 \$0
2100/6500	0.50					208	0\$	0\$	0\$	0\$	\$0	0\$	\$0		\$0	\$0	\$0	\$0	\$0
Reading Aide	4.00 0.00	Grace, LaShaun Pos #385	12/7/2021	%0	\$15.91 \$15.91	56 139	\$3,565 \$8,848	\$382	\$360	\$3,947 \$9,208	\$245 \$571	\$57 \$134	\$302 \$704	\$0 \$0	\$0 \$	\$0 \$0	\$41 \$97	ŵ	\$4,290 10,009
2100/0000						195	\$12,413	\$382	\$360	\$13,154	\$816	\$191	\$1,006		0\$	\$0	\$138	\$ 0\$	\$14,299
Reading Aide	4.00	Vacant New position for growth	8/1/2022	%0	\$15.91 \$15.91	56 139	\$3,565 \$8.848	\$382	\$360	\$3,947 \$9.208	\$245 \$571	\$57 \$134	\$302 \$704	\$0 \$0	\$0 \$0	\$0 \$0	\$41 \$97	69	\$4,290 10.009
2100/0000						195	\$12,413	\$382	\$360	\$13,154	\$816	\$191	\$1,006		\$0	\$0	\$138	\$0 \$	\$14,299
Reading Aide	4.00 0.00	Gordy, Gerald Pos #386	8/1/2020	%0	\$15.91 \$15.91	56 139	\$3,565 \$8.848	\$382	\$360	\$3,947 \$9,208	\$245 \$571	\$57 \$134	\$302 \$704	\$0 \$	\$0 \$0	\$0 \$0	\$41 \$97	èn	\$4,290 10.009
2100/0000						195	\$12,413	\$382	\$360	\$13,154	\$816	\$191	\$1,006		\$0	\$0	\$138	\$ 0\$	\$14,299
Y oga Instructor	0.00	Vacant - Built into PE	8/1/2020	%0	\$33.95 \$33.95	57 130	0\$ 0\$		\$0	\$0 \$0	\$0 \$0	0\$ 08	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	0\$ 0\$		0\$ 0\$
2100/0000						187	80	\$0	\$0	80	\$0	8	\$0	•	\$0	\$0	\$0	\$0	\$
Yoga Lead Teacher	0.20	Goss Pos #347	8/21/2019	%0	\$41.20 \$41.20	11 25	\$91 \$206	\$198 \$247	\$206	\$288 \$659	\$18 \$41	\$4 \$10	\$22 \$50	\$0 \$0	\$0 \$0	\$0 \$0	\$3 \$7		\$313 \$717
2100/0000						36	\$297	\$445	\$206	\$948	\$59	\$14	\$72		\$0	\$0	\$10	\$0	\$1,030
Behavior Technician - (5.5 hr/day) (.69 FTE)	5.50	Vacant New position for growth	8/1/2021	%0	\$15.45 \$15.45	11 25	\$935 \$2.124	\$2,039 \$2.549		\$2,974 \$4.674	\$184 \$290	\$43 \$68	\$228 \$358	\$0 \$0	\$0 \$0	\$0 \$0	\$31 \$49		\$3,233 \$5.080
2900						98	\$3,059	\$4,589	\$0	\$7,648	\$474	\$111	\$585	•	\$0	\$0	\$80	\$0	\$8,313
Behavior Technician - (5.5 hr/day) (.69 FTE)	5.50	Vacant New position for growth	8/1/2022	%0	\$15.91 \$15.91	11 25	\$963 \$2.188	\$2,101 \$2.626		\$3,063 \$4,814	\$190 \$298	\$44 \$70	\$234 \$368	\$752 \$782	\$0 \$0	\$0 \$0	\$32 \$51		\$3,330 \$5,233
2900						36	\$3,151	\$4,726	\$0	\$7,877	\$488	\$114	\$603		\$0	\$0	\$83	\$0	\$8,562
Behavior Technician - (7.5 hr day) (.94 FTE)	7.50	Mock, Tracy Pos #387	8/1/2020	%0	\$15.91 \$15.91	57 130	\$6,803 \$15,516	\$382	\$675	\$7,185 \$16,191	\$445 \$1.004	\$104 \$235	\$550 \$1,239	\$752 \$782	\$0 \$0	\$0 \$0	\$75 \$170	69	\$7,810 17.599
2900						187	\$22,319	\$382	\$675	\$23,376	\$1,449	\$339	\$1,788	-	\$0	\$0	\$245	\$ 0\$	\$25,409
1 Transitional Kindergarten	1.00	Alvarado, Amber Pos #388	8/1/2020	%0	\$5,149 \$5,149	юœ	\$15,447 \$41,191			\$15,447 \$41,191	\$958 \$2,554	\$224 \$597	\$1,182 \$3,151	\$752 \$782	\$3,760 \$5,475	\$0 \$0	\$162 \$433	<i></i>	\$20,551 50,250
1100/1400					 :	£	\$56,638	\$0	\$0	\$56,638	\$3,512	\$821	\$4,333		\$9,236	\$0	\$595	\$0	\$70,802
2 Kindergarten	1.00	Marques, Samantha	8/1/2018	%0	\$5,217	e	\$15,650			\$15,650	\$970	\$227	\$1,197	\$390	\$1,949	\$0	\$164	03	\$18,960

Fortune School of Education Salary Budgets July 1, 2022 - June 30, 2023															4.00% So	Cal	Ē	o Schi High	er Ed	
Position	ETE	Increa	Be 3.00 ^o Hire	% Eligib 40	Hefor G	nthly Set Ho	onths/ irs Paid	Salary	/mposium er Adiustmer	Subs for Sick Dave	Total Comp	FICA	Medi 0.0145	Total Taxes M	4.00% No Medical	Cal mai Crist	4% 403b Match 0	0105 0.0	088	otal
L OBINIT	-	Pos #389	Date	6	2	\$5,217	8	\$41,732		ORA Days	\$41,732	\$2,587	\$605	\$3,193	\$405	\$2,838	\$0	\$438	\$	\$48,201
1100/1400							4	\$57,382	\$0	\$0	\$57,382	\$3,558	\$832	\$4,390		\$4,787	\$0	\$603	\$0	\$67,161
3 Kindergarten	1.00	Kelleher, Claire	8/1/	2020	%0	\$5,189 ee 1eo	<i>с</i> о а	\$15,568 ¢41 646			\$15,568 \$41 546	\$965 \$2 674	\$226 *****	\$1,191 \$2,176	\$752 \$782	\$3,760 ee 476	\$0	\$163 \$136		\$20,683
1100						00100	÷	\$57,084	\$0	\$0	\$57,084	\$3,539	\$828	\$4,367	4012	\$9,236	\$0	\$599	\$0	\$71,286
4 1st Grade	1.00	Gannon, Jessica	8/1/	2020	%0	\$5,317 ee 247	<i>с</i> о	\$15,951 \$47 526			\$15,951 \$42 E26	\$989 \$989	\$231 ****	\$1,220 \$3 254	\$752 \$782	\$3,760 \$5,760	\$0	\$167		\$21,099
1100		- 00t 00L				110'00	4 C	\$58,486	\$0	\$0	\$58,486	\$3,626	\$848	\$4,474	2010	\$9,236	\$0	\$614	° 0\$	\$72,810
5 1st Grade	1.00	Nance, Danielle	8/1/	2020	%0	\$5,149	<i>с</i> , с	\$15,447			\$15,447	\$958	\$224	\$1,182	\$752	\$3,760	\$0	\$162		\$20,551
1100		Fos #392				\$5, 149	8 E	\$56,638	\$0	\$0	\$56,638	\$2,554 \$3,512	\$59/ \$821	\$4,333	\$/87	\$9,236	\$0	\$433 \$595	\$0\$	\$70,802
6 2nd Grade	1.00	Vacant	8/1/	2021	%0	\$5,233	ю (\$15,700			\$15,700	\$973	\$228	\$1,201	\$728	\$3,640	0\$	\$165		\$20,706
1100		Pos #393				\$5,233	8 11	\$57,568	\$0	\$0	\$57,568	\$3,569	\$835	\$4,404	19/\$	\$5,300	\$0	\$604 \$604	\$ 0\$	\$71,516
7 K-5 Teacher	1.00	Vacant Now position for arouth	8/1/	2021	%0	\$5,081 85.081	n a	\$15,243 \$40.648			\$15,243 \$40.648	\$945 \$2 520	\$221 «Frag	\$1,166 \$3,110	\$728 \$758	\$3,640 es 200	\$0	\$160		\$20,209
1100						100100	5 F	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276	2010	\$8,940	\$0	\$587	\$0	\$69,693
8 K-5 Teacher	1.00	Vacant New position for growth	8/1/	2021	%0	\$5,081 \$5.081	κα	\$15,243 \$40,648			\$15,243 \$40 648	\$945 \$2.520	\$221 \$589	\$1,166 \$3 110	\$728 \$757	\$3,640 \$5.300	0\$	\$160		\$20,209 \$49 484
1100							5	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276		\$8,940	\$0	\$587	\$0	\$69'693
9 K-5 Teacher	1.00	Vacant New position for growth	8/1/	2021	%0	\$5,081 \$5.081	с е	\$15,243 \$40,648			\$15,243 \$40.648	\$945 \$2.520	\$221 \$589	\$1,166 \$3.110	\$728 \$757	\$2,184 \$5,300	\$0 \$0	\$160 \$427	. 0	\$18,753 \$49,484
1100							÷	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276	5	\$7,484	\$0	\$587	\$0	\$68,237
10 K-5 Teacher	1.00	Vacant New mostion for growth	8/1/	2022	%0	\$4,933 \$4,033	ся	\$14,799 \$30.464			\$14,799 \$30.464	\$918	\$215 \$572	\$1,132 \$3.010	\$700 \$728	\$2,100 &5.006	\$0	\$155 \$414	., 9	\$18,187 547 993
1100						Cree to	- -	\$54,263	\$0	\$	\$54,263	\$3,364	\$787	\$4,151	07.0	\$7,196	\$0	\$570	\$0	\$66,180
11 K-5 Teacher	1.00	Vacant New position for growth	8/1/	2022	%0	\$4,933 \$4 933	κα	\$14,799 \$39.464			\$14,799 \$30.464	\$918 \$2.447	\$215 \$572	\$1,132 \$3.019	\$700 \$728	\$2,100 \$5,006	0\$	\$155 \$414		\$18,187 647 993
1100							4	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151	•	\$7,196	\$0	\$570	\$0	\$66,180
12 Middle School Teacher	1.00	Vacant New mostrion for growth	8/1/	2022	%0	\$4,933 \$4 933	с «	\$14,799 \$30 464			\$14,799 \$30.464	\$918 \$2.447	\$215 \$572	\$1,132 \$3.019	\$700 \$728	\$2,100 \$5,006	\$0	\$155 \$414		\$18,187 547 993
1100						000	÷	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0	\$66,180
13 Middle School Teacher	1.00	Vacant New position for growth	8/1/	2022	%0	\$4,933 \$4,933	с 8 С	\$14,799 \$39,464			\$14,799 \$39,464	\$918 \$2,447	\$215 \$572	\$1,132 \$3,019	\$700 \$728	\$2,100 \$5,096	\$0 \$0	\$155 \$414	••••	\$18,187 \$47,993
1100							11	\$54,263	0\$	0\$	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0	\$66,180
14 PE Teacher	8.00 1.00	Prieto, Yeimi Pos #394	8/1/	2020	%0	\$33 \$33	65 148	\$17,416 \$39,655			\$17,416 \$39,655	\$1,080 \$2,459	\$253 \$575	\$1,332 \$3.034	\$728 \$757	\$29,120 \$42.399	\$0 \$0	\$183 \$416	., 0	\$48,051 885,504
1100							213	\$57,071	\$0	\$0	\$57,071	\$3,538	\$828	\$4,366		\$71,519	\$0	\$599	\$ 0\$	133,555
Education Specialist	1.00	Bingharn, Sharon Pos #396	8/1/	2019	%0	\$5,540 \$5,540	<i>с</i> в	\$16,621 \$44.322			\$16,621 \$44,322	\$1,030 \$2,748	\$241 \$643	\$1,271 \$3,391	\$1,405 \$1,461	\$7,026 \$10.230	\$0 \$0	\$175 \$465	о, 0)	\$25,093 \$58,408
1100/6500							7	\$60,942	\$0	\$0	\$60,942	\$3,778	\$884	\$4,662		\$17,257	\$0	\$640	\$0	\$83,501
Performing Arts Teachers (Tttle I) ART	0.50	Garcia, Patti Doc #305	8/1/	2020	%0	\$6,797 \$6.707	юα	\$10,195 \$27.188			\$10,195 \$27.188	\$632 ¢1 686	\$148 \$304	\$780	\$752 \$782	\$1,128 \$2 738	0\$	\$107 \$285		\$12,210
1100/3010		000-				101100	÷	\$37,383	\$0	\$0	\$37,383	\$2,318	\$542	\$2,860	1014	\$3,866	\$0	\$393	\$0	\$44,501
Parent Academy Presenters	7.	00				\$75.00 \$75.00	- c	0\$ 0\$			0\$	\$0 \$0	0\$	0\$	\$0 \$	\$0 \$0	\$0 \$0	0\$ 0\$		\$0 \$0
1900								\$0	\$	\$0	\$0	\$0	80	8	•	\$0	\$0	\$0	\$0	\$0
Child Care for Parent Academies Child Care for Parent Workshons	÷	00		1.0		\$15.90 \$15.90	7.5	\$119 \$0			\$119 \$0	\$7 \$0	\$5 80	6\$	\$0 \$	\$0 \$0	\$0 \$0	\$1 \$0		\$130 \$0
2900							•	\$119	\$0	\$0	\$119	2\$	\$2	6\$	6	\$0	\$0	\$1	\$0	\$130
Saturday Instructors	5	0	Per Sat		\$	100.00	80	\$0 \$1,600			\$0 \$1,600	66\$	\$0 \$23	\$0 \$122	\$0 \$0	0\$ 0\$	\$0 \$0	\$0 \$17		\$0 \$1,739
1100/3010						ļ	8	\$1,600	\$0	\$0	\$1,600	66\$	\$23	\$122		\$0	\$0	\$17	\$0	\$1,739

Forture School of Education Satary Budgets July 1, 2022 - June 30, 2023		Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/		Symposium	Subs for		FICA	Medi	Total	4.00% So Cal 4.00% No Cal Medical	4 4	% 6 4 4 2 0 2	Schi Highe 105 0.00	P.083	otal
Position	FTE		Date	403b	Cost	Hours Paid	Salary	Other Adjustmer	Sick Days	Total Comp	0.062	0.0145	Taxes M	lo. Premium Annual C	ost Ma	tch 0.0	105 0.00	0 88	osts
Substitute Teachers (12 sick/2 floater/1 misc)	14.00		aily rate		\$200	0	Š	_		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
(no subs for Principal/Ed Specialist)					\$200	15	\$42,000			\$42,000	\$2,604	\$609	\$3,213	\$0	\$0	\$0	\$441	67	\$45,654
1130						15	\$42,000	\$0	\$0	\$42,000	\$2,604	\$609	\$3,213		\$0	\$0	\$441	\$0	\$45,654
Subtotal Site Salaries for TPCP							\$1,366,032	\$11,813	\$10,481	\$1,388,326	\$86,076	\$20,131	\$106,207	\$26	7,455 \$	6,875 \$1	4,577	\$0 \$1,7	783,439

Forti Sala July	ture School of Education ary Budgets 1, 2023 - June 30, 2024			Increase	3.00% % 0	of Year G	loss									4.00% So Ca 4.00% No Ca	<u>a</u> a	4% V	Schi Highe V/C W.	er Ed	
Posit	ttion	FTE			Hire Eliç Date 4	gible for M 103b 1	Ionthly M. Cost Hou	onths/ rs Paid	Syr Salary Other	nposium Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total N Taxes Mo.	ledical Premium Annua	al Cost N	403b 0.0 Aatch 0.0	0105 0.00 0105 0.00	388 388 Cc	otal osts
Fo	ortune School County-wide																				
41 Athle	etic Director	1.00	Swafford, D. Pos# 29		8/1/2016 yes	100% : flat 700	\$5,303 \$5,303	48	\$21,213 \$42,427			\$21,213 \$42,427	\$1,315 \$2,630	\$308 \$615	\$1,623 \$3,246	\$1,546 \$1,608	\$7,732 \$11,258	\$849 \$1,697	\$223 \$445	\$ \$	31,640 59,073
2300/0500								12	\$63,640	0\$	\$0	\$63,640	\$3,946	\$923	\$4,868		\$18,990	\$2,546	\$668	\$ 0\$	90,712
Adm 2400/0500	nin Assistant Stipend	1.00	Terrell, E.			%0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	\$	\$0	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$36 \$36	\$0 \$191 \$191	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
Boys	s Basketball- Head Stipend 5-8	1.00				%0	\$2,500	c	\$0 \$0			\$0 \$	\$0 \$155	\$0 \$36	\$0 \$101	0\$ 0	\$0 \$	\$0	\$0 \$0		\$0 \$7.7.18
2100/0500									\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191	0	\$0	\$0	\$26	\$0	\$2,718
Boys	s Basketball- Assistant Stipend 5-8	1.00				%0	\$1,250	1 0	\$0 \$1,250			\$0 \$1,250	\$0 \$78	\$0 \$18	\$0 \$96	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$13		\$0 \$1,359
2100/0500								-	\$1,250	\$0	\$0	\$1,250	\$78	\$18	96\$		\$0	\$0	\$13	\$0	\$1,359
Boy. 2100/0500	s Basketball- Head Stipend High School	1.00	Vacant			%0	\$5,000	- 0 -	\$0 \$5,000 \$5,000	0\$	\$	\$0 \$5,000 \$5,000	\$0 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	\$0 \$	୫ ୫ ୫	\$0 \$0 \$0	\$53 \$53 \$53	0\$	\$0 \$5,435 \$5,435
Boys	s Basketball- Assistant Stipend High School	1.00	Vacant			%0	\$1,500	-	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0
2100/0500								0 -	\$1,500 \$1,500	\$0	80	\$1,500	\$93 \$93	\$22	\$115 \$115	\$0	80	\$0	\$16 \$16	\$0	\$1,631 \$1,631
Girls 2100/0500	s Basketball- Head Stipend 5-8	1.00				%0	\$2,500	-0-	\$0 \$2,500 \$2,500	\$	80	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$36 \$36 \$36	\$0 \$191 \$191	\$0 \$	୫ ୫ ୫	0\$ 0\$ 80	\$0 \$26 \$26	08	\$0 \$2,718 \$2.718
Girls	Basketball- Assistant Stipend 5-8	1.00				%0	\$0	-	\$0			\$0	\$0	\$0	\$ 0	\$0	80	30	\$0		\$0
2100/0500								0 -	\$0 \$0	\$0	\$0	\$0 \$0	\$0	\$0	\$ 0\$	\$0	\$0	\$0	\$0	\$0	\$0
Girls 2100/0500	s Basketball- Head Stipend High School	1.00	Vacant			%0	\$5,000	-0+	\$0 \$5,000 \$5,000	\$	\$0	\$0 \$5,000 \$5,000	\$0 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	\$0 \$0	8 S S	\$ \$	\$0 \$53 \$53	\$0	\$0 \$5,435 \$5,435
Girls 2100/0500	s Basketball- Assistant Stipend High School	1.00	Vacant			%0	\$1,500	- 0 -	\$0 \$1,500 \$1,500	\$0	80	\$0 \$1,500 \$1,500	\$0 \$93 \$93	\$22 \$22	\$0 \$115 \$115	\$0 \$0	S S S	0% 0% 0%	\$0 \$16 \$16	0\$	\$0 \$1,631 \$1.631
		6				òõ	0010			\$	•			ļ		ć				}	
Basi Not i 2100/0500	ketbal Development (intramurals) in 20-21	0.00				%0	\$200	- 0 -	0\$ \$0	\$0	\$0	\$0 \$0	80 80 80	ର ଜ ଜ	ନ୍ଦ୍ର କ୍ଷ	\$0 \$0	8 8 8	0\$ \$0	808	\$0	\$ \$ \$
Rugi Not i 2100/0500	by Development (Intramurals) in 20-21	0.00				%0	\$0	- 0 -	\$0 \$0	80	\$0	\$0 \$0 \$0	\$0 \$0	8 8 8	888	0\$ \$	808	\$0 \$0 \$0	8 8 8	\$0	8 8 8
Boys 2100/0500	s Track- Head Stipend High School	1.00	Vacant			%0	\$2,500	-0-	\$0 \$2,500 \$2,500	\$	\$	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	\$0 \$	80 S	\$0 \$0	\$0 \$26 \$26	\$0	\$0 \$2,718 \$2,718
Boys	s Track- Assistant Stipend High School	1.00	Vacant			%0	\$1,250	t 0 -	\$0 \$1,250	:	ŝ	\$0 \$1,250	\$0 \$78	\$0 \$18	0\$ 0\$	0\$ \$0	0\$ \$	\$0 \$0	\$0 \$13		\$0 \$1,359
Girls	Track- Head Stipend High School	1.00	Vacant			%0	\$2,500		0\$ 0\$	D\$	0¢	0\$	0\$	20 s	one S	\$0	6 S	° 8	2 0 S	D¢	800°'I ¢
2100/0500	-							0 +	\$2,500 \$2,500	\$0	\$0	\$2,500 \$2,500	\$155 \$155	\$36 \$36	\$191 \$191	\$0	\$ 0 \$	\$0	\$26 \$26	\$0	\$2,718 \$2,718
Girls 2100/0500	s Track- Assistant Stipend High School	1.00	Vacant			%0	\$1,250	-0-	\$0 \$1,250 \$1,250	\$	\$	\$0 \$1,250 \$1,250	\$0 \$78 \$78	\$0 \$18 \$18	\$0 \$96 \$96	\$0 \$	8 8 8 8 8	% %	\$0 \$13 \$13	\$0	\$0 \$1,359 \$1,359
Boys	s Soccer- Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0 -	\$0 \$2,500	. G	ę	\$0 \$2,500	\$0 \$155 \$165	\$36 \$36	\$0 \$191	\$0 \$0	0\$ 0\$	\$ \$	\$26 \$26	G	\$0 \$2,718
Boys	s Soccer - Assistant Stipend High School	1.00	Vacant			%0	\$1,000		0\$	0	8	05	0\$	0 \$	- 0\$	\$0	8	8	02 05	2	20 \$0 80
2100/0500								0 -	\$1,000 \$1,000	\$0	\$0	\$1,000	\$62 \$62	\$15 \$15	\$77	\$0	80	808	\$11 \$11	\$0	\$1,087 \$1,087
Girls	s Soccer - Head Stipend High School	1.00	Vacant			%0	\$2,500	- 0	\$0 \$2,500	4	1	\$0 \$2,500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$26		\$0 \$2,718
2100/0500 Girls	: Soccer - Assistant Stinend High School	00	Vacant			%0	\$1,000		\$2,500 \$0	80	8	\$2,500	\$155 \$0	\$36	\$191 \$0	05	8	8 8	\$26 \$0	\$0	\$2,718 \$0
2100/0500	-		:				 :	0 +	\$1,000 \$1,000	\$0	\$0	\$1,000 \$1,000	\$62 \$62	\$15 \$15	\$77	\$0	\$0\$	\$0	\$11 \$11	\$0	\$1,087 \$1,087
Boys	s Volleyball- Head Stipend High School	1.0)0 Vacant			%0	\$2,500	- 0	\$0 \$2.500			\$0 \$2.500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	0\$ 0\$	\$0 80	\$0 \$26		\$0 \$2.718
2100/0500									\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191	- 4	\$0\$	\$0\$	\$26	\$0	\$2,718

	Fortune School of Education																				
	Salary Budgets July 1, 2023 - June 30, 2024		Increase	3.00%	% of Y	ear Gr	SSO.	/ or the	á	ani no ma	Cubic for		C II	No.	Loto F	4.00% So 4.00% No	Cal Cal	40% 103h	b Schl Hig W/C V	V/C	inter a
	Position Boys Volleyball - Assistant Stipend High School	FTE 1	.00 Vacant	Date	Eligio) 403		ost Hour 1,000	s Paid	oy Salary Othe \$0	r Adjustmer	subs for Sick Days	Total Comp \$0	0.062	0.0145 \$0	Taxes N \$0	weucai 10. Premium Ani \$0	nual Cost \$0	Auso Match 0 \$0	.0105 .0105 \$0	8800	otal Sosts \$0
2100/0500								0 -	\$1,000 \$1,000	\$0	\$0	\$1,000 \$1,000	\$62 \$62	\$15 \$15	\$77 \$77	\$0	\$0	\$0	\$11 \$11	\$0	\$1,087
	Girls Volleyball - Head Stipend High School	-	.00 Vacant			\$ %0	\$2,500	- c	\$0 \$2.500			\$0 \$2.500	\$0 \$155	\$0 \$36	\$0 \$191	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$26		\$0 \$2.718
2100/0500	0								\$2,500	\$0	\$0	\$2,500	\$155	\$36	\$191	•	\$0	\$0	\$26	\$0	\$2,718
2100/0500	Girls Volleyball - Assistant Stipend High School 0	-	.00 Vacant			\$ %0	\$1,000	- 0 -	\$0 \$1,000 \$1,000	\$0	8	\$0 \$1,000 \$1,000	\$0 \$62 \$62	\$0 \$15 \$15	\$0 \$77 \$77	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$11 \$11	\$0	\$0 \$1,087 \$1,087
2100/0500	Cheer- Head Stipend 5-8	1.00	Vacant			\$ %0	\$2,500	- 0 -	\$0 \$2,500 \$2,500	Ş	US	\$0 \$2,500 \$2,500	\$0 \$155 \$155	\$0 \$36 \$36	\$0 \$191 \$191	\$0 \$0	0\$ 0\$	\$0 \$0	\$0 \$26 \$26	U\$	\$0 \$2,718 \$2,718
	Cheer-Assistant Stipend 5-8	1.00	Ludd, N			\$ %0	\$1,250	0	\$0 \$1,250	3	2	\$1,250	\$0 \$78	\$0 \$18	96\$	0\$ \$0	00 80	20 S	\$0 \$13	•	\$1,359
2100/0500	0 Cheer- Head Stipend High School	1.00	Vacant			\$ %0	j6,000	0	\$1,250 \$0	\$0	\$0	\$1,250 \$0	\$78 \$0 \$0	\$18 \$0	\$96 \$0	00	0 00	° 000000000000000000000000000000000000	\$13 \$0	\$0	\$1,359 \$0 \$6
2100/0500	0					1		o	\$6,000	\$0	0\$	\$6,000	\$372	28\$	\$459 \$459	D¢	0\$	0\$	\$63	\$0	\$6,522
2100/0500	Cheer- Assistant Stipend High School 0	1.00	Vacant			%0	\$0	- 0 -	\$0 \$0	\$0	\$0	80 \$0	\$0 \$0 \$0	808	80 80 80	\$0 \$0	80 80 80	\$0 \$0 \$0	888	\$0	80 80
2300/0000	Music Director Develop Drumline - Program 030)	1.00	Stefon Dubose Pos #344	7/1/20	019	8 ₹	38, 254 38, 254	8 4 12	\$33,015 \$66,030 \$99,045	\$0	\$0	\$33,015 \$66,030 \$99,045	\$2,047 \$4,094 \$6,141	\$479 \$957 \$1,436	\$2,526 \$5,051 \$7,577	\$1,961 \$2,040	\$9,807 \$14,278 \$24,085	80 80 80	\$347 \$693 \$1,040	\$ 0\$	\$45,694 \$86,053 131,747
	Sub Total Athletics and Drumline								\$215,685	\$0	\$0	\$215,685			\$16,500		\$43,075	\$2,546	\$2,265	\$	280,070
1300	Fortune School Principal	1.00	Howard Pos#30	7/1/20	017 013	100% \$	\$7,960 \$7,960	8 4 12	\$31,841 \$63,683 \$95,524	0\$	\$0	\$31,841 \$63,683 \$95,524	\$1,974 \$3,948 \$5,923	\$462 \$923 \$1,385	\$2,436 \$4,872 \$7,308	\$2,299 \$2,391	\$11,497 \$16,739 \$28,236	\$1,274 \$2,547 \$3,821	\$334 \$669 \$1,003	\$0\$	\$47,382 \$88,510 135,892
1300	Lead Science Teacher Stipend D	1.00	Vacant	7/1/20	016	~ ~ ~	\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	0\$	\$0	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	0\$ 0\$	0\$ 0\$	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300	Lead Teacher K-2 Stipend 0	1.00	Vacant	7/1/20	016	99 69	\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	0\$	0\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	0\$ \$0	0\$ \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300	Lead Teacher 3-5 Stipend 0	1.00	Vacant	7/1/20	016	99 69	\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$0	0\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	00 80 80	\$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
2400	Office Manager D	8.00	Sims Po鉾 31	11/12/20	014	100% \$	\$25.58 \$25.58	89 173 262	\$18,211 \$35,399 \$53,610	0\$	0\$	\$18,211 \$35,399 \$53,610	\$1,129 \$2,195 \$3,324	\$264 \$513 \$777	\$1,393 \$2,708 \$4,101	\$1,266 \$1,317	\$6,331 \$9,218 \$15,550	\$728 \$1,416 \$2,144	\$191 \$372 \$563	\$0	\$26,855 \$49,113 \$75,968
2400	School Secretary 0	8.00 1.00	Velasquez, Janet 11/5 Pos# 32	8/3/20	018	\$ %0	\$19.33 \$19.33	89 173 262	\$13,759 \$26,746 \$40,505	\$	8	\$13,759 \$26,746 \$40,505	\$853 \$1,658 \$2,511	\$200 \$388 \$587	\$1,053 \$2,046 \$3,099	\$786 \$817	\$3,928 \$5,720 \$9,648	80 80 80	\$144 \$281 \$425	\$0	\$18,885 \$34,793 \$53,678
2900	Parent Liaison 0	8.00 1.00	Johnson Post 33	10/23/20	013	100% \$	\$24.76 \$24.76	89 173 262	\$17,630 \$34,269 \$51,899	\$0	8	\$17,630 \$34,269 \$51,899	\$1,093 \$2,125 \$3,218	\$256 \$497 \$753	\$1,349 \$2,622 \$3,970	\$2,335 \$2,428	\$11,674 \$16,998 \$28,672	\$705 \$1,371 \$2,076	\$185 \$360 \$545	\$0	\$31,543 \$55,620 \$87,163
2200/5310	Food Services Coordinator	6.00	Andrews, J Pos# 34	1/23/20	012	8 ₹	\$19.00 \$19.00	60 143 203	\$6,839 \$16,300 \$23,139	\$456 \$456	\$540 \$540	\$7,295 \$16,840 \$24,135	\$452 \$1,044 \$1,496	\$106 \$244 \$350	\$558 \$1,288 \$1,846	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$77 \$177 \$253	\$0	\$7,930 \$18,305 \$26,234
2200/5320	Supper Coordinator	2.00	Andrews, J Pos# 35	8/6/20	014	\$ %0	\$19.00	47 102 149	\$1,786 \$3,875 \$5,661	8	\$180 \$180	\$1,786 \$4,055 \$5,841	\$111 \$251 \$362	\$26 \$59 \$85	\$137 \$310 \$447	\$0 \$0	80 80 80	\$0 \$0	\$19 \$43 \$61	\$0	\$1,941 \$4,408 \$6,349
2200/5310	Food Service Coordinator Aide	2.00	Vacant Pos# 304	8/1/20	021	\$ %0	\$16.39 \$16.39	54 127 181	\$1,770 \$4,163 \$5,934	\$393 \$393	\$360 \$360	\$2,164 \$4,523 \$6,687	\$134 \$280 \$415	\$31 \$66 \$97	\$166 \$346 \$512	\$0 \$	\$0 \$0	\$0 \$0 \$0	\$23 \$47 \$70	\$0	\$2,352 \$4,917 \$7,269
0000/0022	Custodian - Day	8.00 1.00	Flores, Ariana Pos# 37	10/24/20	016	\$ %0	\$18.82 \$18.82	89 173 267	\$13,399 \$26,044	Ş	\$3,120	\$13,399 \$29,164 \$47,552	\$831 \$1,808 \$1,808	\$194 \$423	\$1,025 \$2,231 \$2,231	\$880 \$915	\$4,398 \$6,404	0 \$ 0 \$ 0	\$141 \$306 \$447	0	\$18,962 \$38,105
0000	Custodian - Night	8.00 1.00	Dorsey, Nina Pos# 114	1/19/20	121	\$ %0	\$16.88 \$16.88	89 173	\$12,020 \$23,366	3	\$3,120	\$12,020 \$26,486	\$745 \$1,642	\$174 \$384	\$920 \$920 \$2,026	\$1,282 \$1,333	\$6,410 \$9,332	00 80 80	\$126 \$278	>	\$19,476 \$38,122
2200/0000	0 Custodial - Bridoe	4 00	.lackson Brandon	11/09/20	061	\$ %0	19.00	262 89	\$35,386 \$6 763	\$0 \$728	\$3,120	\$38,506 \$6 991	\$2,387	\$558 \$101	\$2,946 \$535	US	\$15,742	\$0	\$404 \$73	\$0	\$57,598
2200/0000	-e ()	0.00	Pos#115		1	:	\$19.00	173 262	\$13,147 \$19,911	\$228	\$480 \$480	\$13,627 \$20,619	\$845	\$198 \$299	\$1,042 \$1,577	\$0	\$0	\$0 \$0	\$143 \$216	\$0	\$14,813

	Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024		Increase	3.00%	% of Year	Gross		d				i i		:	4.00% So Cal 4.00% No Cal		Pub S	chi Higher	P	
2100/651	Position Instructional Aide - Mental Health (1.00 FTE) (supports HJ, D, BM)	FTE 8.00 0.50	Green Pos #38	Date 9/12/2012	403b 0%	\$19.96	urs Paid 59 142 201	Salary Other \$9,284 \$21,841 \$31,125	Adjustmer Sk \$479 \$479	ck Days To \$720 \$720	otal Comp \$9,763 \$22,561 \$32,324	\$605 \$605 \$1,399 \$2,004	\$145 \$145 \$327 \$469	axes Mo. P \$747 \$1,726 \$2,473	rremium Annual \$0 \$0	Cost Matc \$0 \$0 \$0 \$0	so 3011 \$0 30 \$0 3 \$0 3 \$0 3 \$0 3 \$0 3 \$0 3 \$0	05 0.008 1103 237 339	8 Cos \$1(\$0 \$35	ats 0,612 5,136
2100/651	Instructional Alde - Mental Health (.9625 FTE) (supports MG 1st grade) 12	7. 0.4	70 Hutton, Andrea <mark>0)</mark> Pos #362 30	2/6/2017	%0	\$18.44 \$18.44	59 142 201	\$8,261 \$19,458 \$27,720	\$443 \$443	\$693 \$693	\$8,704 \$20,151 \$28,855	\$540 \$1,249 \$1,789	\$126 \$292 \$418	\$666 \$1,542 \$2,207	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0 \$0	\$91 212 303	\$1 ⁻ \$24 \$0 \$36	1,416 4,752 6,168
2100/651	Instructional Aide - Mental Health (.95 FTE) (supports AR 1st grade) 12	3.1 0.1	30 Phayboun, Corina <mark>0)</mark> Pos #358 30	2/3/2020	%0	\$16.88 \$16.88	59 142 201	\$7,465 \$17,592 \$25,057	\$405 \$405	\$684 \$684	\$7,871 \$18,276 \$26,146	\$488 \$1,133 \$1,621	\$114 \$265 \$379	\$602 \$1,398 \$2,000	\$0 \$	\$0 \$0	\$0 \$0 \$0	\$83 192 275	\$6 \$19 \$0 \$28	8,555 9,866 8,421
2100/000	Instructional Aide - RTI 0	8.00 (3.50) 0.50	Peacock Pos #39	10/24/2013	100%	\$19.96 \$19.96	59 142 201	\$9,284 \$21,841 \$31,125	\$479 \$479	\$720 \$720	\$9,763 \$22,561 \$32,324	\$605 \$1,399 \$2,004	\$142 \$327 \$469	\$747 \$1,726 \$2,473	\$933 \$970	\$2,333 \$ \$3,396 \$ \$5,729 \$1	\$391 \$ \$902 \$ 1,293 \$	103 237 339	\$13 \$28 \$28	3,335 8,823 2,158
2100/000	Yoga Instructor 10	2.00	Goss Pos #345	8/21/2019	%0	\$45.02 \$45.02	57 130 187	\$5,132 \$11,705 \$16,838	\$0	\$540 \$540	\$5,673 \$11,705 \$17,378	\$352 \$726 \$1,077	\$82 \$170 \$252	\$434 \$895 \$1,329	\$0 \$0	\$0 \$0 \$	\$0 \$0 \$0	\$60 123 182	\$6 \$15 \$16	6,166 2,724 8,890
2100/000	Yoga Lead Teacher 10	0.20	Goss Pos #347	8/21/2019	%0	\$45.02 \$45.02	11 25 36	\$99 \$225 \$324	\$216 \$270 \$486	\$0	\$315 \$495 \$810	\$20 \$31 \$50	\$5 \$7 \$12	\$24 \$38 \$62	\$0 \$0	\$0 \$0	\$0 \$0	\$3 \$5	\$0	\$343 \$538 \$881
2100/301	Behavior Aide - (Title 1) 0	4.00 (<mark>3.50)</mark> 0.25	Martin, Onaii Pos #40	10/8/2019	%0	\$16.88 \$16.88	56 139 195	\$3,664 \$8,678 \$12,341	\$203 \$203	\$360 \$360	\$3,866 \$9,038 \$12,904	\$240 \$560 \$800	\$56 \$131 \$187	\$296 \$691 \$987	\$0 \$	0\$ 0\$	\$ 0\$ \$0	\$41 \$95 135	\$ \$6 \$14	4,202 9,824 4,026
2100/000	Reading Aide	4.00 0.00 0.25	Ornelas Pos #44	10/3/2016	100%	\$18.44 \$18.44	56 139 195	\$4,131 \$10,255 \$14,386	\$221 \$221	\$360 \$360	\$4,353 \$10,615 \$14,968	\$270 \$658 \$928	\$63 \$154 \$217	\$333 \$812 \$1,145	\$0 \$0	8008 8008	\$174 \$425 \$599 \$	\$46 111 157	\$4 \$1 \$0 \$16	1,906 1,963 6,869
290	Behavior Technician 10	5.50	Peppers Pos #45	8/17/2016	%0	\$18.45 \$18.45	54 127 181	\$5,479 \$12,886 \$18,365	\$443 \$443	\$360 \$360	\$5,922 \$13,246 \$19,168	\$367 \$821 \$1,188	\$86 \$192 \$278	\$453 \$1,013 \$1,466	\$0 \$0	80 80 80	\$0 \$0 \$0	\$62 139 201	\$6 \$14 \$0 \$2(6,437 4,398 0,835
290	Behavior Technician 10	5.50	Vacant Pos #119	1/5/2021	%0	\$16.39 \$16.39	54 127 181	\$4,868 \$11,449 \$16,317	\$393 \$393	\$360 \$360	\$5,261 \$11,809 \$17,071	\$326 \$732 \$1,058	\$76 \$171 \$248	\$403 \$903 \$1,306	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$55 124 179	\$5 \$12 \$18	5,719 2,836 8,556
290	Behavior Technician (.94FTE) 30	7.50 0.50	Woodyard Pos #120	3/23/2015	%0	\$19.00 \$19.00	57 130 187	\$8,123 \$18,527 \$26,650	\$456 \$456	\$675 \$675	\$8,579 \$19,202 \$27,781	\$532 \$1,190 \$1,722	\$124 \$278 \$403	\$656 \$1,469 \$2,125	0 \$ \$	\$0 \$0	\$0 \$0 \$0 \$0	\$90 202 292	\$20 \$30	.9,326 0,872 0,198
1100/140	1 Kindergarten X0	1.00	Morton, Grace Pos# 124	8/1/2019	%0	\$5,504 \$5,504	8 1 8	\$16,513 \$44,034 \$60,547	\$	\$0	\$16,513 \$44,034 \$60,547	\$1,024 \$2,730 \$3,754	\$239 \$638 \$878	\$1,263 \$3,369 \$4,632	\$811 \$844	\$4,056 \$5,906 \$9,962	\$0 \$0 \$0 \$0	173 462 636	\$0 \$77	22,005 33,771
1100/140	2 Kindergarten X0	1.00	Morgan, Theresa Pos #121	8/1/2020	%0	\$5,401 \$5,401	3 8 1	\$16,203 \$43,207 \$59,409	0\$	\$0	\$16,203 \$43,207 \$59,409	\$1,005 \$2,679 \$3,683	\$235 \$626 \$861	\$1,239 \$3,305 \$4,545	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0 \$0 \$0	170 454 624	\$52 \$52 \$0 \$72	21,523 22,660 24,183
1100/140	3 1st Grade X0	1.00	Hicks, Jaunay (formerly Arnett) Pos #46	8/1/2014	%0	\$5,387 \$5,387	8 8 1	\$16,161 \$43,096 \$59,256	\$0	\$0	\$16,161 \$43,096 \$59,256	\$1,002 \$2,672 \$3,674	\$234 \$625 \$859	\$1,236 \$3,297 \$4,533	\$819 \$852 \$	\$4,096 \$5,964 \$10,060	\$0 \$0 \$0 \$0	170 1453 1622	\$2. \$52 \$0	1,663 2,809 4,471
1100/140	4 2nd Grade - Math/Science N	1.00	Kersten, Jessica Pos #123	8/1/2019	%0	\$5,359 \$5,359	8 8 1	\$16,077 \$42,872 \$58,949	0\$	\$0	\$16,077 \$42,872 \$58,949	\$997 \$2,658 \$3,655	\$233 \$622 \$855	\$1,230 \$3,280 \$4,510	\$407 \$423	\$2,034 \$2,961 \$4,995	\$0 \$0 \$0 \$0	169 450 619	\$15 \$46 \$0 \$66	9,509 9,563 9,072
1100/140	5 1st Grade X0	1.00	Sowers, Lindsay Pos #399	8/1/2020	%0	\$5,373 \$5,373	8 8 1	\$16,119 \$42,984 \$59,103	\$	\$0	\$16,119 \$42,984 \$59,103	\$999 \$2,665 \$3,664	\$234 \$623 \$857	\$1,233 \$3,288 \$4,521	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0 \$0 \$0	169 451 621	\$52 \$52 \$0	1,432 2,418 3,851
1100/140	6 3rd Grade - ELASS 0	1.00	Neves, Jennifer Pos #352	8/6/2014	100%	\$6,404 \$6,404	3 8 11	\$19,213 \$51,236 \$70,449	\$0	0\$	\$19,213 \$51,236 \$70,449	\$1,191 \$3,177 \$4,368	\$279 \$743 \$1,022	\$1,470 \$3,920 \$5,389	\$1,165 \$1,211 \$	\$5,823 9 \$8,479 \$2 \$14,302 \$2	\$769 \$ 2,049 \$	202 538 740	\$27 \$66 \$93	7,477 6,222 3,699
110	7 3rd Grade - Mattv/Science 10	1.00	Zotzman, Michael Pos #400	10/8/2015	%0	\$5,504 \$5,504	8 11 8	\$16,513 \$44,034 \$60,547	\$	0\$	\$16,513 \$44,034 \$60,547	\$1,024 \$2,730 \$3,754	\$239 \$638 \$878	\$1,263 \$3,369 \$4,632	\$471 \$490	\$2,356 \$3,430 \$5,786	\$0 \$0 \$0 \$0	173 462 636	\$2(\$5 ⁻ \$0 \$7 ⁻	0,305 1,295 1,600
110	8 4th & 5th Grade - Math/Science 00	1.00	Sullivan, Christian Pos #354	8/2/2018	%0	\$5,490 \$5,490	8 8 1	\$16,471 \$43,923 \$60,394	\$0	\$0	\$16,471 \$43,923 \$60,394	\$1,021 \$2,723 \$3,744	\$239 \$637 \$876	\$1,260 \$3,360 \$4,620	\$1,130 \$1,176 \$	\$5,652 \$8,230 \$13,882	\$0 \$0 \$0 \$0	173 461 634	\$20 \$55 \$0 \$75	23,556 5,974 9,531
110	9 Kindergarten 10	1.00	Bast, Jenna Pos #107	8/1/2019	%0	\$5,801 \$5,801	8 3	\$17,404 \$46,412 \$63,816	8	\$0	\$17,404 \$46,412 \$63.816	\$1,079 \$2,878 \$3,957	\$252 \$673 \$925	\$1,331 \$3,551 \$4,882	\$901 \$937	\$4,504 \$6,558 \$11.063	\$0 \$0 \$0 \$0 \$0	183 487 670	\$51 \$51 \$51	3,423 7,008 0.431
110	Early Kinder Teacher 10	0.00	Vacant - FILL if we offer Janu Pos #112	lary ESK	%0	0\$ \$0	0 9 0	05 05 05	8	0\$	% % %	80 S	888	80 S	\$0 \$	80 S	0 \$ 0 \$ 0 \$	0\$ 0\$ 8	0\$	\$ \$ \$
	10 2nd Grade - ELASS	1.00	Millacci, Alysha Pos #108	8/1/2019	75%	\$5,476 \$5,476	6 8	\$16,429 \$43,812			\$16,429 \$43,812	\$1,019 \$2,716	\$238 \$635	\$1,257 \$3,352	\$445 \$463	\$1,335 \$ \$3,239 \$1	\$493 \$ 1,314 \$	173	\$15	9,686 2,176
11(30					I	11	\$60,241	\$0	\$0	\$60,241	\$3,735	\$873	\$4,608		\$4,574 \$1	1,807 \$	633	\$0 \$7	1,863

Fortune School of Education																				
July 1, 2023 - June 30, 2024			Increase	3.00% Hire	% of Year Eligible for	Gross Monthly	Months/	0	Symposium	Subs for		FICA	Medi	Total	4.00% So (4.00% No (Medical	Cal	4% PL 403b (b Schi Hig W/C 0.0105 0	jher Ed W/C .0088	Total
Position		FTE		Date	403b	Cost	Hours Paid	Salary Oth	her Adjustmer	Sick Days	Total Comp	0.062	0.0145	Taxes M	o. Premium Anni	ual Cost	Match	0.0105 0	.0088	Costs
11 4th & 5th Grade - ELA/SS 1100		1.00 Gillman, Pos #35	Zachary 3	8/1/2014	100%	\$6, 137 \$6, 137	3 8 11	\$18,412 \$49,098 \$67,510	\$0	\$0	\$18,412 \$49,098 \$67,510	\$1,142 \$3,044 \$4,186	\$267 \$712 \$979	\$1,408 \$3,756 \$5,164	\$492 \$512	\$2,462 \$3,585 \$6,047	\$736 \$1,964 \$2,700	\$193 \$516 \$709	\$0	\$23,212 \$58,918 \$82,130
12 K-5 Teacher		1.00 Vacant Pos #11	+	8/1/2021	%0	\$5,233 \$5,233	6 8 3	\$15,700 \$41,867 \$57.568	Ş	Ş	\$15,700 \$41,867 \$58	\$973 \$2,596 \$3,560	\$228 \$607 \$835	\$1,201 \$3,203 \$4,404	\$757 \$787	\$3,786 \$5,512 \$9.207	0\$ \$	\$165 \$440 \$604	0\$	\$20,852 \$51,022 \$71,873
13 1st Grade		1.00 Vacant		8/1/2021	%0	\$5.233	<u> </u>	\$15.700	Ç.	0	\$15.700	enc'r¢	\$228	\$1.201	\$757	49,231 \$3.786	0\$	\$165	0	\$7 1,973 \$20.852
1100		Pos #11	e			\$5,233	9 11	\$41,867 \$57,568	\$0	\$0	\$41,867	\$3,569	\$835	\$4,404	\$787	\$5,512 \$9,297	\$0	\$604 \$604	\$0	\$71,873
14 PE Teacher 1100		1.00 Wolf, Ell Pos #41	iot	8/19/2015	%0	\$5,373 \$5,373	3 8 11	\$16,119 \$42,984 \$59,103	\$	8	\$16,119 \$42,984 \$59,103	\$999 \$2,665 \$3,664	\$234 \$623 \$857	\$1,233 \$3,288 \$4,521	\$450 \$468	\$2,251 \$3,278 \$5,529	8 8 8	\$169 \$451 \$621	\$0	\$19,773 \$50,002 \$69,774
Education Specialist		1.00 Bufford, Pos #42	Marcia	12/11/2019	%0	\$6, 137 \$6, 137	ю 8	\$18,412 \$49,098			\$18,412 \$49,098	\$1,142 \$3,044	\$267 \$712	\$1,408 \$3,756	\$848 \$882	\$4,240 \$6,174	8 8	\$193 \$516		\$24,254 \$59,543
1100/6500 Performing Arts	_	0.50 Garcia, F	Datti	8/1/2020	%0	\$7,001	α 3	\$67,510 \$10,501	80	80	\$67,510 \$10,501	\$4,186 \$651	\$979 \$152	\$5, 164 \$803	\$782	\$10,414 \$1,955	S 8	\$709 \$110	\$0	\$83,797 \$13,370
1100/3010		Pos #43				\$7,001	8 11	\$28,003 \$38,504	\$0	\$0	\$28,003 \$38,504	\$1,736 \$2,387	\$558	\$2,142 \$2,946	\$813	\$2,847 \$4,803	\$0\$	\$294 \$404	\$0	\$33,287 \$46,657
Parent Academy Presenters 1900						\$75.00 \$75.00	- 0	80 S0 80 S	0\$	ŝ	0\$ 80 80	0\$ \$0	୫ ୫ ୫	8 8 8 8	\$0 \$	888	0\$ 80 80	୫ ୫ ୫	\$0	8 8 8 8
Child Care for Parent Academies Child Care for Parent Workshops 2900		1.00		1.0		\$15.90 \$15.90	7.5	\$119 \$0 \$119	ŝ	ŝ	\$119 \$0 \$119	\$7 \$7	82 82	\$ \$ \$	80 8	888	0\$ 0\$	\$ % \$	\$0	\$130 \$0 \$130
Saturday Instructors		3.00		Per Sat		\$100.00 \$100.00	80 0	\$0 \$2,400 \$2,400	e	Ş	\$0 \$2,400 \$3,400	\$0 \$149 \$140	\$0 \$35 *35	\$0 \$184	\$0 \$0	8 8	% %	\$0 \$25 \$25	C S	\$0 \$2,609 \$2,609
Substitute Teachers (12 sick/2 float	ar/1 misc)	14.00		Daily rate		\$200	• •	\$0 \$0	D¢.	00	\$00	\$ 0\$	0\$ 0	50 S	\$0	0¢ 0\$	0\$	0\$	D¢	0\$
(no subs for Principa/Ed Specialist) 1130						\$200	15 15	\$42,000 \$42,000	\$0	\$0	\$42,000 \$42,000	\$2,604 \$2,604	\$609 \$	\$3,213 \$3,213	\$0	88	05 OS	\$441 \$441	\$0	\$45,654 \$45,654
Subtotal Site Salaries for FS								\$1,601,204	\$5,086	\$13,272	\$1,619,562	\$100,413	\$23,484	\$123,897		\$258,402	\$17,259	\$17,005	\$ 0\$	2,036,124
William Lee College Prep Principal - Elem 1 300		1.00 Joseph (Pos# 50	Gambino	6/2/2008	100%	\$9, 137 \$9, 137	4 8 2	\$36,548 \$73,097 \$109,645	\$0	\$0	\$36,548 \$73,097 \$109,645	\$2,266 \$4,532 \$6,798	\$530 \$1,060 \$1,590	\$2,796 \$5,592 \$8,388	\$937 \$975	\$4,687 \$6,824 \$11,511	\$1,462 \$2,924 \$4,386	\$384 \$768 \$1,151	\$0	\$45,877 \$89,204 \$135,081
Assistant Principal - Elern 1300	-	0.00 Vacant - Pos# 32	DO NOT FILL		%0	8 8	4 8 12	888	\$0	ŝ	0\$ \$0	0\$ \$0	0\$ 0\$	S S S	\$0 \$0	0\$ \$0	\$0 \$0	ର ଜୁନ୍ଦୁ ଜୁନ	\$0	0\$ \$0
Lead Teacher - Elementary 1300		2.00 Vacant				\$1,650 \$1,650	000	\$0 \$3,300 \$3,300	\$0	ŝ	\$0, \$3,300 \$3,300	\$0 \$205 \$205	\$0 \$48 \$48	\$0 \$252 \$252	\$0 \$	\$0 \$0	\$0 \$0 \$0	\$0 \$35 \$35	\$0	\$0 \$3,587 \$3,587
Lead Science Teacher Stipend 1300		1.00 Vacant				\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$0	8	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
Office Manager (split funded) 2400		3.00 Venesha 36.60% Pos# 53	Rosseau	9/8/2015	100%	\$29.56 \$29.56	89 173 262	\$14,019 \$27,251 \$41,270	\$0	\$0	\$14,019 \$27,251 \$41,270	\$869 \$1,690 \$2,559	\$203 \$395 \$598	\$1,072 \$2,085 \$3,157	\$1,165 \$1,211	\$3,878 \$5,647 \$9,525	\$561 \$1,090 \$1,651	\$147 \$286 \$433	\$0	\$19,678 \$36,359 \$56,037
School Secretary - WLCP 2400		3.00 Marlene 1.00 Pos# 55	Zamora	7/16/2013	100%	\$21.12 \$21.12	89 173 262	\$15,039 \$29,234 \$44,273	\$0	8	\$15,039 \$29,234 \$44,273	\$932 \$1,813 \$2,745	\$218 \$424 \$642	\$1, 151 \$2, 236 \$3, 387	\$2,044 \$2,126	\$10,222 \$14,884 \$25,106	\$602 \$1,169 \$1,771	\$158 \$307 \$465	\$0	\$27,172 \$47,831 \$75,003
Parent Liaison (split funded) 2900/0000	-	B6.60% Pos# 57	- Ended		%0	\$0.00 \$0.00	89 173 262	80 80 80	\$0	\$	\$0 \$0	0\$ \$0	0\$ 0\$	8 08 8	°0 8	\$0 \$0	\$0 \$0 \$0	08 08	\$0	0\$ 80
Food Services Coordinator (split fur 2200/5310	(peq)	5.00 Sandra F 0.50 Pos# 59 36.60%	sqillin	8/16/2012	100%	\$19.00 \$19.00	60 143 203	\$4,555 \$10,856 \$15,410	\$304 \$304	\$360 \$360	\$4,858 \$11,215 \$16,074	\$301 \$695 \$997	\$70 \$163 \$233	\$372 \$858 \$1,230	\$1,070 \$1,112	\$1,781 \$2,593 \$4,373	\$194 \$449 \$643	\$51 \$118 \$169	\$0	\$7,256 \$15,232 \$22,489
Supper Coordinator (split funded) 2200/5320		2.00 Sandra F 0.50 Pos# 62 56.60%	sqillips	11/17/2014	100%	\$19.00 \$19.00	47 102 149	\$1,189 \$2,581 \$3,770	\$0	\$120 \$120	\$1,189 \$2,701 \$3,890	\$74 \$167 \$241	\$17 \$39 \$56	\$91 \$207 \$298	\$0 \$0	\$0 \$0	\$48 \$108 \$156	\$12 \$28 \$41	\$0	\$1,340 \$3,044 \$4,384
Food Service Coordinator Aide (spli 2200/5310	(funded)	4.00 Vacant 0.00 Pos# 10 56.60%	0	8/1/2021	%0	\$16.39 \$16.39	54 127 181	\$2,358 \$5,546 \$7,903	\$262 \$262	\$240 \$240	\$2,620 \$5,785 \$8,405	\$162 \$359 \$521	\$38 \$84 \$122	\$200 \$443 \$643	\$0 \$0	\$0 \$0 \$	\$0 \$0 \$0	\$28 \$61 \$88	\$0	\$2,848 \$6,289 \$9,136
Custodian-Night (WLCP)		3.00 Davalos, 1.00 Pos# 81	, Maria	1/19/2021	%0	\$16.39 \$16.39	89 173	\$11,670 \$22,685		\$3,120	\$11,670 \$25,805	\$724 \$1,600	\$169 \$374	\$893 \$1,974	\$395 \$411	\$1,977 \$2,879	\$0 \$0	\$123 \$271		\$14,663 \$30,929

	Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024														4.00% Sc	to Cal	Ę	b Schl Hig	gher Ed	_
	Position	FTE	<u>-</u>	ncrease 3.00% Hire Date	% of Year Eligible for 403b	Gross Monthly Cost	/ Months/ Hours Paid	Sala	Symposium arv Other Adiustme	Subs for ar Sick Davis	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes	4.00% N Medical Mo. Premium Ar	to Cal nnual Cost	403b Match	W/C 0.0105 0 0.0105 0	> = =	2//C 2088 2088
2200/0000		-		2	0001	1000	26	5	\$34,355	0 \$3,12	0 \$37,47	75 \$2,32	3 \$543	\$2,867		\$4,856	\$0	\$393	5	\$0
2200/0000	Custodian-Day (WLCP)	8.00 1.00	Luisa Morales Pos# 137	8/14/2(0%	\$ \$17.5 \$17.5	91 8 91 17 262	0.00	\$12,752 \$24,789 \$37,541 \$(9 \$3,12	\$12,77 0 \$27,90 0 \$40,66	52 \$75 39 \$1,73 31 \$2,52	1 \$185 0 \$405 1 \$590	\$976 \$2,135 \$3,111	\$471 \$490	\$2,356 \$3,430 \$5,786	80 80 80	\$134 \$293 \$427		\$0
2100/6500	Instructional Aide - SPED (WLCP) (supports K-5 SPED scholars)	8.00 (3.50) 0.50	Chaunte McIntosh Pos# 84	8/1/2(0%	\$ \$16.3 \$16.3	39 5 39 14. 20	0.01	\$7,622 \$39. \$17,932 \$25,553 \$39.	G \$72	\$8,0 0 \$18,65 0 \$26,66	15 \$45 52 \$1,15 57 \$1,65	47 \$116 6 \$270 3 \$387	\$613 \$1,427 \$2,040	\$782 \$813	\$1,955 \$2,847 \$4,803	80 80 80 80	\$84 \$196 \$280		\$0
2100/3010	Instructional Aide - RTI (WLCP/Title I)	8.00 (3.50) 0.50	Jackson, Dennis Pos# 86	10/17/20	0%	% \$19.(\$19.(00 5 00 14. 20.	0.01	\$8,834 \$45. \$20,784 \$456 \$29,619 \$456	6 \$72	\$9,25 0 \$21,50 0 \$30,75	90 \$57 34 \$1,33 35 \$1,90	6 \$135 3 \$312 9 \$447	\$711 \$1,645 \$2,356	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0	\$98 \$226 \$323		\$0
2100/3010	Instructional Aide - RTI (WLCP/Title I)	3.00	Fields, Raven Pos# 139	1/11/2(0%	\$ \$16.3 \$16.3	39 5 39 13 1 <u>91</u>	a o o	\$2,754 \$39 \$6,835 \$9,589 \$393	\$30 \$30	\$3,1 ⁴ 0 \$7,1 <u>5</u> 0 \$10,34	47 \$15 35 \$44 42 \$64	15 \$46 6 \$104 1 \$150	\$241 \$550 \$791	\$0 \$0	\$0 \$0	\$0 \$0	\$33 \$76 \$109		\$0
2100/6512	Instructional Aide - Mental Health (1 FTE) (supports JT @ WLCP)	8.00 (3.50) 0.50	Dials, Taylor Pos# 272	10/26/2(0%	\$ \$16.3 \$16.3	39 5 39 14	1 2 0	\$7,622 \$39 \$17,932 \$25,553 \$39	3 \$72	\$8,0 ⁻ 0 \$18,6 <u>6</u> 0 \$26,6 <u>6</u>	15 \$45 52 \$1,15 57 \$1,65	37 \$116 6 \$270 3 \$387	\$613 \$1,427 \$2,040	\$0	\$0 \$0	0\$ \$0	\$84 \$196 \$280		\$0
2100/3310	Instructional Aide - SPED (IDEA) (supports GW-2nd grade)	8.00 (3.50) 0.50	Shermaine Swafford Pos# 294	1/26/2(0%	\$ \$19.3 \$19.3	38 5 38 14: 20		\$9,013 \$46 \$21,205 \$30,218 \$46	5 \$72	\$9,47 0 \$21,92 0 \$31,40	78 \$55 25 \$1,35 33 \$1,94	88 \$137 9 \$318 7 \$455	\$725 \$1,677 \$2,402	\$0	\$0 \$0 \$0	\$0 \$0 \$0	\$100 \$230 \$330		\$0
2100/6500	Instructional Atde - Special Ed (WLCP) (supports K-5 SPED scholars)	5.50 (1.00) 0.00	Karen Barragan Pos# 138	9/14/2(0%	6 \$19.3 \$19.3	38 5 38 13 19	000	\$5,932 \$46 \$14,587 \$20,519 \$465	\$30	\$6,3 0 \$14,94 0 \$21,34	97 \$35 47 \$92 44 \$1,32	17 \$93 17 \$217 3 \$309	\$489 \$1,143 \$1,633	\$0	\$0 \$0	80 \$0 \$0	\$67 \$157 \$224	07	0
2100/0000	Reading Aide (WLCP)	8.00 (3.50) 0.50	Ellis, Kay Pos# 140	8/1/2(0%	% \$16. \$16.	39 5 39 14: 20:	- 10 0	\$7,622 \$39 \$17,932 \$25,553 \$393	3 \$72	\$8,0' 0 \$18,6 6 0 \$26,66	15 \$46 52 \$1,15 57 \$1,65	87 \$116 6 \$270 3 \$387	\$613 \$1,427 \$2,040	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0 \$0	\$84 \$196 \$280	\$0	_
2100/0000	Yoga Instructor	4.20	Vanessa Morales Pos #349	8/26/2(0%	6 \$36.1 \$36.1	02 5 02 13	× 0 ×	\$8,622 \$19,665 \$28,287 \$0	σ,	\$8,62 \$19,66 0 \$28,28	22 \$55 55 \$1,21 37 \$1,75	5 \$125 9 \$285 4 \$410	\$660 \$1,504 \$2,164	\$0 \$	\$0 \$0	0\$ \$0	\$91 \$206 \$297	\$0	
2100/0000	Yoga Lead Teacher	0.20	Goss Pos #347	8/21/2(0%	6 \$45.0 \$45.0	02 02 33	5 1	\$99 \$21 \$225 \$270 \$324 \$486	6 \$22 \$22	5 \$1,00 5 \$1,00	15 20 \$4 35 \$6	0 \$5 5 \$10 4 \$15	\$24 \$55 \$79	\$0 \$	0\$ \$	\$0 \$0	\$3 \$8 \$11	\$0	
2100/0000	Instructional Aide - Short Term Position (Fortune Reads - REWARDS)	0.00	END POSITION		%0	6 \$15.0 \$15.0	00 20 81	0 0	80 80 80 80	ø 	0	\$0 \$0 \$0	05 05 02 02	80 \$0	\$0\$	0\$ \$0	\$0 \$0 \$0	8 8 8	\$0	
2900	Behavior Technician (WLCP)	8.00	Dennie, Stephanie Pos# 147	1/6/20	0%	6 \$16.4 \$16.8	88 88 13, 18, 18,	E 0	\$7,698 \$40. \$17,558 \$405 \$25,256 \$405	\$36 \$36	\$8,10 0 \$17,91 0 \$26,02	04 \$50 18 \$1,11 22 \$1,61	12 \$118 1 \$260 3 \$377	\$620 \$1,371 \$1,991	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0 \$	\$85 \$188 \$273	\$0	
2900	Behavior Technician (WLCP)	7.50	Martha Salamanca Pos# 72	10/17/20	0%	6 \$18.4 \$18.4	45 45 13. 18.	0	\$7,887 \$44. \$17,987 \$44. \$25,873 \$44.	3 \$67. 3 \$67.	\$8,3 5 \$18,66 5 \$26,96	29 \$51 62 \$1,15 31 \$1,67	6 \$121 7 \$271 3 \$391	\$637 \$1,428 \$2,065	\$0 \$	\$0 \$0 \$0	\$0 \$0	\$87 \$196 \$283	\$0	
1 1100	1 4th & 5th Grade - ELA/SS)	1.00	Dorothina Shields Pos# 74	7/20/20	015 0%	% \$5,55	93 93	6 8 4	\$16,779 \$44,743 \$61,522 \$(÷	\$16,7 \$44,7 0 \$61,52	79 \$1,04 43 \$2,77 22 \$3,81	10 \$243 4 \$649 4 \$892	\$1,284 \$3,423 \$4,706	\$498 \$518	\$2,489 \$3,623 \$6,112	80 80	\$176 \$470 \$646	\$0	
2 1100/1400	2 1st Grade)	1.00	Jessica Leary Pos# 127		%0	% \$5,4! \$5,4!	90	e e e	\$16,471 \$43,923 \$60,394 \$(Š 0	\$16,4 \$43,92 0 \$60,35	71 \$1,02 23 \$2,72 94 \$3,74	21 \$239 3 \$637 4 \$876	\$1,260 \$3,360 \$4,620	\$421 \$438	\$2,107 \$3,067 \$5,174	\$0 \$0	\$173 \$461 \$634	\$0	
3	3 2nd Grade - ELA/SS J	1.00	Pitman, Colleen Pos# 128	8/1/2(0%	\$2'3 \$2'3	59	e 8 -	\$16,077 \$42,872 \$58,949 \$(Ś	\$16,0" \$42,8" 0 \$58,94	77 \$95 72 \$2,65 49 \$3,65	17 \$233 8 \$622 5 \$855	\$1,230 \$3,280 \$4,510	\$782	\$3,911 \$5,694 \$9,605	0\$ \$0	\$169 \$450 \$619	\$0	
4 1100/1400	4 3rd Grade - Math/Science ว	1.00	Katy Simpson Pos# 129	7/29/2(0%	% \$5,5! \$5,5!	93 93	e e e	\$16,779 \$44,743 \$61,522 \$(\$	\$16,7, \$44,7/ 0 \$61,52	79 \$1,04 43 \$2,77 22 \$3,81	10 \$243 4 \$649 4 \$892	\$1,284 \$3,423 \$4,706	\$1,597 \$1,661	\$7,984 \$11,624 \$19,608	\$0 \$0	\$176 \$470 \$646	\$0	
5 1100/1400	5 1st Grade)	1.00	Alexandria James Pos# 75	8/1/2(0%	% \$5,4 \$5,4	63	e e -	\$16,388 \$43,700 \$60,088 \$(Š 0	\$16,31 \$43,71 0 \$60,02	88 \$1,01 00 \$2,70 98 \$3,72	6 \$238 9 \$634 5 \$871	\$1,254 \$3,343 \$4,597	\$413	\$2,067 \$3,009 \$5,076	\$0 \$0	\$172 \$459 \$631	\$0	
6 1100/1400	6 4th & 5th Grade - Math/Science)	1.00	Rachelle Ryness Pos# 130	7/30/2(0%	% 86,31 %	90	e e e	\$19,170 \$51,121 \$70,291 \$(\$ 0	\$19,17 \$51,12 0 \$70,25	70 \$1,15 21 \$3,16 91 \$4,35	19 \$278 19 \$741 8 \$1,019	\$1,467 \$3,911 \$5,377	\$471 \$490	\$2,356 \$3,430 \$5,786	80 80 80	\$201 \$537 \$738	\$0	
7 1100	7 1st Grade 0	1.00	Vacant Pos# 401	8/1/2(0%	% \$5.2: \$5.2:	33	e a -	\$15,700 <u>\$41,867</u> \$57,568 \$(Ś	\$15,71 \$41,8t 0 \$57,56	00 \$97 67 \$2,56 68 \$3,56	13 \$228 16 \$607 9 \$835	\$1,201 \$3,203 \$4,404	\$757 \$787	\$3,786 \$5,512 \$9,297	\$0 \$0	\$165 \$440 \$604	\$0	
8	8 Kindergarten)	1.00	Regalia, Nicole Pos# 132	8/8/2(75%	% \$5,3! \$5,3!	59	c 8 -	\$16,077 \$42,872 \$58,949 \$6	S.	\$16,07 \$42,87 0 \$58.94	77 \$95 72 \$2,65 49 \$3,65	7 \$233 8 \$622 5 \$855	\$1,230 \$3,280 \$4,510	\$901	\$4,503 \$6,556 \$11.059	\$482 \$1,286 \$1.768	\$169 \$450 \$619	\$0	
6	3 Kindergarten	1.00	Cassandra Macias	8/1/20	120 0%	6 \$5,3f	20	е	\$16,077	•	\$16,07	17 \$96	7 \$233	\$1,230	\$782	\$3,911	\$0	\$169		

	Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024		Increase	3.00%	% of Year	Gross						i	:		4.00% So (4.00% No (Cal	Pub	Schl Highe	C Ed	:
1	Position	FTE		Hire Date	Eligible for 403b	Monthly M Cost Hou	onths/ irs Paid	Salary Other	nposium S Adjustmer S	Subs for ick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes Mo	Medical . Premium Anni	ual Cost	403b 0.0 Match 0.0	0105 0.00 0105 0.00	988 988 08	osts
1100			POSF 133			R05'0\$	11 8	\$58,949	\$0	\$0	\$58,949	\$3,655	\$855	\$4,510	\$613	\$9,605	\$0\$	\$619	\$ 0\$	73,683
10 1100/1400	Kindergarten	1.00	Auriana Castleberry-Lane Pos# 134	8/16/2012	100%	\$5,490 \$5,490	3 11 8	\$16,471 \$43,923 \$60,394	\$0	\$	\$16,471 \$43,923 \$60,394	\$1,021 \$2,723 \$3,744	\$239 \$637 \$876	\$1,260 \$3,360 \$4,620	\$1,483 \$1,542	\$7,414 \$10,795 \$18,209	\$659 \$1,757 \$2,416	\$173 \$461 \$634	8 8 8 8	25,977 60,296 86,273
11	3rd Grade - ELA/SS	1.00	Seth Lowe Pos# 402	8/1/2020	%0	\$5,920 \$5,920	8 1	\$17,760 \$47,359 \$65,119	\$	\$	\$17,760 \$47,359 \$65,119	\$1,101 \$2,936 \$4,037	\$258 \$687 \$944	\$1,359 \$3,623 \$4,982	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0 \$0	\$186 \$497 \$684	8 8 8 8	23,216 57,174 80,389
12.	2nd Grade - Mattv/Science	1.00	Truong, Kileena Pos# 136	8/1/2020	%0	\$5,303 \$5,303	8 1	\$15,910 \$42,427 \$58,337	\$0	\$	\$15,910 \$42,427 \$58,337	\$986 \$2,630 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$942 \$979	\$4,709 \$6,856 \$11,564	\$0 \$0	\$167 \$445 \$613	8 8 8 8 8	22,000 52,974 74,977
13	PE Teacher (WLCP)	1.00	Garcia, Rudy Pos# 49	8/1/2019	%0	\$5,476 \$5,476	8 1	\$16,429 \$43,812 \$60,241	\$0	\$	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$948 \$986	\$4,740 \$6,902 \$11,642	\$0 \$0	\$173 \$460 \$633	8 8 8 8 8	22,599 54,525 77,124
11 00/6500	Education Specialist (WLCP)	1.00	Vue, Jim Pos# 63	8/1/2019	%0	\$5,401 \$5,401	8 1	\$16,203 \$43,207 \$59,409	\$	\$	\$16,203 \$43,207 \$59,409	\$1,005 \$2,679 \$3,683	\$235 \$626 \$861	\$1,239 \$3,305 \$4,545	\$479 \$498	\$2,396 \$3,488 \$5,884	\$0 \$0	\$170 \$454 \$624	8 8 8 8 8 8	20,008 50,454 70,462
1100/3010	Performing Arts Teacher (split funded)	6.00 0.50 66.60%	Morehouse, Paul Pos# 68	9/30/2019	%0	\$45.89 \$45.89	66 147 213	\$12,104 \$26,959 \$39,063	\$0	\$0	\$12,104 \$26,959 \$39,063	\$750 \$1,671 \$2,422	\$176 \$391 \$566	\$926 \$2,062 \$2,988	\$0 \$0	80 80 80	\$0 \$0	\$127 \$283 \$410	888 80	13,157 29,304 42,462
1900	Parent Academy Presenters					\$75.00 \$75.00	- 0	8 8 8 8	\$0	\$	80 80 80	0\$ 0\$	S S S	\$0 \$0	0\$ \$	0\$ \$0	0\$ \$0	0\$ 0\$	\$0	***
2900	Child Care for Parent Academies Child Care for Parent Workshops	1.00		1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$	\$119 \$0 \$119	\$7 \$0 \$7	\$3 82 82	8 8 8	\$0 \$0	\$0 \$0	\$0 \$0	\$1 \$1	\$0	\$130 \$130
1100/3010	Saturday Instructors	4.00		Per Sat		\$100.00 \$100.00	88	\$0 \$3,200 \$3,200	\$0	\$0	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	0\$ \$0	0\$ \$0	\$0 \$0	\$0 \$34 \$34	\$0\$	\$0 \$3,478 \$3,478
1130	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Spec/Intervention)	13.00		Daily rate		\$200 \$200	0 15	\$0 \$39,000 \$39,000	\$0	0\$	\$000 \$39,000 \$39,000	\$0 \$2,418 \$2,418	\$0 \$566 \$566	\$0 \$2,984 \$2,984	\$0 \$	80 80 80	\$0 \$0 \$	\$0 \$410 \$410	\$ \$ \$	\$0 42,390 42,390
	Subtotal Site Salaries for WLCP							\$1,478,580	\$4,860	\$12,539	\$1,495,979	\$92,751	\$21,692	\$114,442		\$218,595	\$12,790 \$	5,708	\$0 \$1,8	57,514
1300	Ephrain Williams College Prep Principal - Middle School	1.00	Joseph Gambino See WLCP Pos# 50		%0	\$0 \$	4 8 2	0\$ \$0	0\$	\$	0\$ \$0	0\$ 0\$	8 8 8	\$0 \$0 \$	\$0 \$0	\$0 \$0 \$	\$0 \$0	888	\$0	888
1300	Assistant Principal - Middle School	1.00	Monisha Newbon Blake Pos #367	7/1/2020	100%	\$6, 556 \$6, 556	4 8 2	\$26,225 \$52,451 \$78,676	\$	\$	\$26,225 \$52,451 \$78,676	\$1,626 \$3,252 \$4,878	\$380 \$761 \$1,141	\$2,006 \$4,012 \$6,019	\$1,539 \$1,600	\$7,693 \$11,201 \$18,894	\$1,049 \$2,098 \$3,147	\$275 \$551 \$826	\$0 \$10	37,249 70,313 07,562
1300	Lead Science Teacher Stipend	1.00	Vacant			\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	\$	\$0	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	80 80	\$0 \$0	\$0 \$17 \$17	\$0\$	\$0 \$1,794
1300	PE Department Chair	1.00	Vacant			\$5,000 \$5,000	000	\$0 \$5,000 \$5,000	\$	0\$	\$0 \$5,000 \$5,000	\$0 \$310 \$310	\$0 \$73 \$73	\$0 \$383 \$383	\$0 \$	\$0 \$0 \$	\$0 \$0 \$0	\$0 \$53 \$53	0\$	\$0 \$5,435 \$5,435
2400	Office Manager (split funded)	8.00 33.40%	Venesha Rosseau Pos# 53	9/8/2015	100%	\$29.56 \$29.56	89 173 262	\$7,031 \$13,666 \$20,697	\$0	\$0	\$7,031 \$13,666 \$20,697	\$436 \$847 \$1,283	\$102 \$198 \$300	\$538 \$1,045 \$1,583	\$1,165 \$1,211	\$1,945 \$2,832 \$4,777	\$281 \$547 \$828	\$74 \$143 \$217	8 8 °	\$9,865 18,234 28,103
2400	School Secretary - EWCP	8.00 1.00	Collins, Robisha Pos# 56	7/1/2018	%0	\$19.33 \$19.33	89 173 262	\$13,759 \$26,746 \$40,505	\$	\$	\$13,759 \$26,746 \$40,505	\$853 \$1,658 \$2,511	\$200 \$388 \$587	\$1,053 \$2,046 \$3,099	\$894 \$930	\$4,471 \$6,510 \$10,981	\$0 \$0 \$0	\$144 \$281 \$425	8 8 8 8 8	19,428 35,583 55,011
2900/0000	Parent Liaison (split funded)	0.00 33.40%	Pos# 57 - Ended		%0	\$0.00 \$0.00	89 173 262	ର ର ର	\$0	\$	80 80 80	\$0 \$0	& & &	\$ \$ \$	\$0 \$0	0\$ \$0	\$0 \$0	80 S	\$0	***
2200/5310	Food Services Coordinator (split funded)	6.00 0.50 33.40%	Sandra Phillips Pos# 59	8/16/2012	100%	\$19.00 \$19.00	60 143 203	\$2,284 \$5,444 \$7,728	\$152 \$152	\$180 \$180	\$2,437 \$5,624 \$8,061	\$151 \$349 \$500	\$35 \$82 \$117	\$186 \$430 \$617	\$1,070 \$1,112	\$893 \$1,300 \$2,193	\$97 \$225 \$322	\$26 \$59 \$85	0% 0%	\$3,639 \$7,639 11,278
2200/5320	Supper Coordinator (split funded)	2.00 0.50 33.40%	Sandra Philips Pos# 62	11/17/2014	100%	\$19.00 \$19.00	47 102 149	\$596 \$1,294 \$1,891	\$0	\$60 \$60	\$596 \$1,355 \$1,951	\$37 \$84 \$121	\$9 \$20 \$28	\$46 \$104 \$149	\$0 \$0	80 80 80	\$24 \$54 \$78	\$6 \$14 \$20	0\$	\$672 \$1,527 \$2,195
2200/5310	Food Service Coordinator Aide (split funded)	4.00 0.00 33.40%	Vacant Pos# 100	8/1/2020	%0	\$16.39 \$16.39	54 127 181	\$1,183 \$2,781 \$3,964	\$131 \$131	\$120 \$120	\$1,314 \$2,901 \$4,215	\$81 \$180 \$261	\$19 \$42 \$61	\$101 \$222 \$322	\$0 \$0	\$0 \$0	\$0 \$0	\$14 \$30 \$44	\$0	\$1,428 \$3,154 \$4,582

. 1.....

-1-

Les Les

	Fortune School of Education																			
	July 1, 2023 - June 30, 2024		Increase	a 3.00% Hire	% of Year Eligible for	Gross Monthly	Months/	Syl	misodu	Subs for		FICA	Medi	Total	4.00% So Ca 4.00% No Ca Medical	. 7	Pub 103b 0.0	Schl Highe //C W/	88 88 Tot	a
22 00/000	Position Custodian-Day (EWCP) 10	7.1E 8.00 1.00	Hayes, Everett Pos# 79	Date 8/24/2020	40.3b 0%	Cost H \$16.39 \$16.39	ours Paid 89 173 262	salary Other \$11,670 \$22,685 \$34,355	Adjustmer 5 \$0	sick Uays \$3,120 \$3,120	lotal Comp \$11,670 \$25,805 \$37,475	0.062 \$724 \$1,600 \$2,323	0.0145 \$169 \$374 \$543	laxes Mo. \$893 \$1,974 \$2,867	Premium Annue \$1,123 \$1,168	al Cost N \$5,614 \$8,173 \$13,787	atcn 0.0 \$0 \$0 \$0	\$105 0.00 \$123 \$271 \$393	88 Coc \$1 \$0 \$5	sts 18,299 36,224 54,523
2200/000	Custodian-Bridge (EWCP)	4.00 0.00	Luke, Scotty Pos# 148	9/16/2020	%0	\$16.39 \$16.39	89 173 262	\$5,835 \$11,343 \$17,178	\$197 \$197	\$480 \$480	\$6,032 \$11,823 \$17,854	\$374 \$733 \$1,107	\$87 \$171 \$259	\$461 \$904 \$1,366	\$0 \$	0\$ 0\$	\$0 \$0	\$63 \$124 \$187	\$ \$1 \$0 \$1	6,557 12,851 19,408
2200/000	Custodian-Day (EWCP) 10	0.0	Possible new position		%0	15.00 15.00	89 173 262	\$ \$ \$	\$	\$0	\$0 \$0 \$0	\$0 \$0	\$ \$ \$	\$ \$	\$700 \$728	\$0 \$0	\$0 \$0	\$0 \$0	\$0	\$ % \$
2100/650	Instructional Aide - SPED (EWCP) (supports multiple students with SAI minutes) 10	8.00 (<mark>3.50</mark>) 0.50	Candace Collins Pos# 328	9/1/2015	%0	\$17.39 \$17.39	59 142 201	\$8,086 \$19,024 \$27,110	\$417 \$417	\$720 \$720	\$8,503 \$19,744 \$28,247	\$527 \$1,224 \$1,751	\$123 \$286 \$410	\$651 \$1,510 \$2,161	\$482 \$501	\$1,204 \$1,754 \$2,958	\$0 \$0	\$89 \$207 \$297	\$1 \$2 \$0 \$3	10,447 23,215 33,663
290	Behavior Technician - All Day (EWCP) 30	8.00	Ajayi, Malcolm Pos# 70	10/3/2016	%0	\$18.45 \$18.45	57 130 187	\$8,412 \$19,185 \$27,597	\$443 \$443	\$720 \$720	\$8,855 \$19,905 \$28,760	\$549 \$1,234 \$1,783	\$128 \$289 \$417	\$677 \$1,523 \$2,200	\$0 \$	\$0 \$0	\$0 \$0	\$93 \$209 \$302	\$0 \$3	\$9,625 21,637 31,262
290	Behavior Technician - All Day (EWCP) 30	0.00	Vacant - DO NOT FILL		%0	\$16.39 \$16.39	57 130 187	\$0 \$	\$393 \$393	0\$	\$393 \$0 \$393	\$24 \$0 \$24	\$ \$ \$	\$30 \$30 \$30	\$0 \$0	80 80 80	0\$ \$0	282	\$0	\$428 \$0 \$428
290	Behavior Technician (EWCP) 30	8.00 0.50	Stephens II, Derrick Pos# 126	8/17/2016	%0	\$16.88 \$16.88	57 130 187	\$7,698 \$17,558 \$25,256	\$405 \$405	\$360 \$360	\$8,104 \$17,918 \$26,022	\$502 \$1,111 \$1,613	\$118 \$260 \$377	\$620 \$1,371 \$1,991	\$0 \$0	\$0 \$0	\$0 \$0	\$85 \$188 \$273	\$ \$1 \$0 \$2	\$8,809 19,477 28,285
	1 7th Grade - ELA/SS	1.00	Regacho, Joseph Pos# 47	8/1/2019	%0	\$5,476 \$5,476	3 8 11	\$16,429 \$43,812 \$60,241	\$	\$0	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$877 \$912	\$4,386 \$6,386 \$10,773	\$0 \$0	\$173 \$460 \$633	\$5 \$5 \$0 \$7	22,245 54,010 76,255
110	2 6th Grade - ELA/SS 30	1.00	Dettloff, Alyssa Pos# 48	8/1/2020	%0	\$5,463 \$5,463	3 8 11	\$16,388 \$43,700 \$60,088	0\$	\$0	\$16,388 \$43,700 \$60,088	\$1,016 \$2,709 \$3,725	\$238 \$634 \$871	\$1,254 \$3,343 \$4,597	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$172 \$459 \$631	\$5 \$5 \$0 \$7	21,724 53,197 74,921
110	3 8th Grade - ELA/SS 30	1.00	Muniz, Jacqueline Pos# 143	8/1/2020	%0	\$5, 303 \$5, 303	3 11	\$15,910 \$42,427 \$58,337	\$	\$	\$15,910 \$42,427 \$58,337	\$986 \$2,630 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$167 \$445 \$613	\$5 \$5 \$0 \$7	21,205 51,813 73,018
1100/140	4 7th & 8th Grade - Math 30	1.00	Agan, Jason Pos#144	8/1/2020	0	\$7,001 \$7,001	3 8 11	\$21,002 \$56,006 \$77,009	\$0	\$0	\$21,002 \$56,006 \$77,009	\$1,302 \$3,472 \$4,775	\$305 \$812 \$1,117	\$1,607 \$4,284 \$5,891	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$221 \$588 \$809	\$2 \$6 \$9	26,741 36,573 33,314
11 00/ 140	5 7th & 8th Grade - Science 30	1.00	Wu, Yu Huan Pos# 145	8/1/2020	%0	\$6, 778 \$6, 778	3 8 11	\$20,334 \$54,224 \$74,558	0\$	\$0	\$20,334 \$54,224 \$74,558	\$1,261 \$3,362 \$4,623	\$295 \$786 \$1,081	\$1,556 \$4,148 \$5,704	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$214 \$569 \$783	\$2 \$6 \$9	26,014 34,636 30,650
	6 6th Grade - Math/Science	1.00	Justine Kirksey Pos# 141	7/25/2016	100%	\$5,401 \$5,401	3 8 11	\$16,203 \$43,207 \$59,409	0\$	\$	\$16,203 \$43,207 \$59,409	\$1,005 \$2,679 \$3,683	\$235 \$626 \$861	\$1,239 \$3,305 \$4,545	\$2,295 \$2,387	\$11,477 \$16,710 \$28,187	\$648 \$1,728 \$2,376	\$170 \$454 \$624	\$2 \$6 \$9	29,737 35,404 35,141
110	Middle School Teacher- Music 30		Pos#146 - Ended	9/1/2017	%0	8 8	8 11	\$ \$ \$	\$0	\$0	\$0 \$0 \$0	\$0 \$0 \$0	ର ର ର	\$0 \$0 \$0	\$0 \$	80 80 80	\$0 \$0	\$0 \$0	\$0	\$0 \$0
110	7 Middle School Teacher- Elective (Leadership) 30	0.25	Vacant Pos# 339	8/1/2020	%0	\$5,552 \$5,552	3 11	\$4,164 \$11,104 \$15,268	\$0	\$0	\$4,164 \$11,104 \$15,268	\$258 \$688 \$947	\$60 \$161 \$221	\$319 \$849 \$1,168	0\$ \$0	80 S	\$0 \$0	\$44 \$117 \$160	\$ \$1 \$0 \$1	\$4,526 12,070 16,596
110	8 PE Teacher (EWCP) 30	1.00	Reber, Justin Pos#61	8/1/2020	100%	\$5,476 \$5,476	3 8 11	\$16,429 \$43,812 \$60,241	\$0	\$0	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$782 \$813	\$3,911 \$5,694 \$9,605	\$657 \$1,752 \$2,410	\$173 \$460 \$633	\$2 \$5 \$0 \$7	22,427 55,070 77,497
1100/650	Education Specialist (EWCP)	0.50	Bingham, Sharon Pos#66	8/1/2019	%0	\$5,706 \$5,706	3 8 11	\$8,560 \$22,826 \$31,385	80	\$0	\$8,560 \$22,826 \$31,385	\$531 \$1,415 \$1,946	\$124 \$331 \$455	\$655 \$1,746 \$2,401	\$1,461 \$1,520	\$3,654 \$5,320 \$8,974	\$0 \$0	\$90 \$240 \$330	\$1 \$3 \$0 \$4	12,958 30,131 13,089
1100/301	Performing Arts Teachers (split funded) 10	6.00 0.50 33.40%	Morehouse, Paul Pos#68	9/30/2019	%0	\$45.89 \$45.89	66 147 213	\$6,070 \$13,520 \$19,590	\$0	\$0	\$6,070 \$13,520 \$19,590	\$376 \$838 \$1,215	\$88 \$196 \$284	\$464 \$1,034 \$1,499	\$0 \$0	80 S	\$0 \$0	\$64 \$142 \$206	\$ \$1 \$0 \$2	\$6,598 14,696 21,295
190	Parent Academy Presenters 30					\$75.00 \$75.00	- 0	\$ \$	\$	\$0	\$0 \$0	\$0 \$0 \$0	\$ \$ \$	\$0 \$0 \$0	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0 \$0	\$0	\$ \$ \$
290	Child Care for Parent Academies Child Care for Parent Workshops 30	1.0	0	0. 1		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	\$0	\$119 \$0 \$119	\$7 \$0 \$7	82 82 82	88 88	\$0 \$0	80 S	\$0 \$0	\$1 \$0 \$1	\$0	\$130 \$0 \$130
1100/301	Saturday Instructors	6.0	0	Per Sat		\$100.00 \$100.00	12	\$0 \$7,200 \$7,200	8	\$0	\$0 \$7,200 \$7,200	\$0 \$446 \$446	\$0 \$104 \$104	\$0 \$551 \$551	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$76 \$76	\$ 0\$	\$0 \$7,826
	Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed SpecIntervention)	7.2	22	Daily rate		\$200 \$200	0 15	\$0 \$21,750			\$0 \$21,750	\$0 \$1,349	\$0 \$315	\$0 \$1,664	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$228	\$2	\$0 23,642

	Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024		Incr	ease 3.0	% %0	of Year (Gross									4.00% So	Cal	4% Pu	b Schl High W/C V	her Ed	
113	Position 30	FTE		ΤĞ	lire Eli ate	gible for h 403b	Aonthly – Cost Hc	Months/ ours Paid 15	Salary C \$21,750	Symposium Other Adjustmer \$0	Subs for Sick Days \$0	Total Comp \$21,750	FICA 0.062 \$1,349	Medi 0.0145 \$315	Total Taxes Mc \$1,664	Medical J. Premium Anr	inual Cost \$0	403b Match \$0	0.0105 0.0 0.0105 0.0 \$228	0088 3088 \$0	otal costs \$23,642
	Subtotal Site Salaries for EWCP								\$836,804	\$2,139	\$5,761	\$844,703	\$52,372	\$12,248	\$64,620		\$149,550	\$9,161	\$8,869	\$0 \$1,	076,904
130	Alan Rowe College Prep Principal 30	1.00	Bryant Pos# 71	ί2	1/2018	100%	\$7,728 \$7,728	4 8 5	\$30,914 \$61,828 \$92,742	0\$	\$	\$30,914 \$61,828 \$92,742	\$1,917 \$3,833 \$5,750	\$448 \$897 \$1,345	\$2,365 \$4,730 \$7,095	\$2,451 \$2,549	\$12,255 \$17,844 \$30,099	\$800 \$1,600 \$2,400	\$325 \$649 \$974	\$ 0	\$46,659 \$86,651
13(Co-Principal 30	1.00	Pos# 299 - Ended			%0	0\$ 80	4 8 2	8 8 8 8 8 8	0\$	0\$	\$0 \$0 \$0	\$0 \$0 \$	0% %	8 8 8 8 8 8 8	\$0 \$0	\$0 \$0 \$0	0\$ \$0	8888	\$0	\$ \$ \$
13(Science Lead Teacher Stipend	1.00		12	/1/2016		\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	0\$	\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	\$ \$	0\$ \$0\$	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
13(Math Lead Teacher Stipend 30	1.00		Ŕ	/1/2016		\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	0\$	0\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	S S S	0\$ \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
13(Lead Teacher Stipend 30	1.00		2	/1/2016		\$1,650 \$1,650	000	\$0 \$1,650 \$1,650	8	\$	\$0 \$1,650 \$1,650	\$0 \$102 \$102	\$0 \$24 \$24	\$0 \$126 \$126	\$0 \$0	80 80	0\$ \$0	\$0 \$17 \$17	\$0	\$0 \$1,794 \$1,794
1300/301	Saturday School Coordinator 0	0.00	Possible Future Position				\$0	000	\$0 \$0	\$0	\$0	00 80 80	\$0 \$0 \$	8 8 8	\$ \$ \$	0\$ \$	\$ \$ \$	0\$ \$0	\$ \$ \$	\$0	8 8 8 8
24(Office Manager 30	8.00 1.00	Flemons, Patrice Pos# 73	1/2	19/2016	%0	\$25.57 \$25.57	89 173 262	\$18,206 \$35,389 \$53,594	ŝ	\$0	\$18,206 \$35,389 \$53,594	\$1,129 \$2,194 \$3,323	\$264 \$513 \$777	\$1,393 \$2,707 \$4,100	\$1,020 \$1,061	\$5,101 \$7,426 \$12,527	\$ \$	\$191 \$372 \$563	\$0	\$24,890 \$45,894 \$70,784
24(School Secretary 30	8.00 1.00	Watts-Andrews, Parlisha Pos# 76	7/1	18/2016	%0	\$19.33 \$19.33	89 173 262	\$13,759 \$26,746 \$40,505	\$	\$	\$13,759 \$26,746 \$40,505	\$853 \$1,658 \$2,511	\$200 \$388 \$587	\$1,053 \$2,046 \$3,099	\$2,281 \$2,372	\$11,404 \$16,604 \$28,008	\$0 \$0	\$144 \$281 \$425	\$0	\$26,360 \$45,677 \$72,037
29(Parent Liaison 30	5.00	Evelyn Hernandez Pos# 77	õ	/9/2013	%0	\$25.09 \$25.09	89 173 262	\$11,164 \$21,701 \$32,865	\$226 \$226	\$	\$11,390 \$21,701 \$33,091	\$706 \$1,345 \$2,052	\$165 \$315 \$480	\$871 \$1,660 \$2,531	\$0 \$	888	\$0 \$0	\$120 \$228 \$347	\$0	\$12,381 \$23,589 \$35,969
2200/531	Food Services Coordinator	6.00	Evelyn Mellin Pos# 78	4/2	24/2017	%0	\$17.39 \$17.39	60 143 203	\$6,260 \$14,920 \$21,180	\$417 \$417	\$540 \$540	\$6,677 \$15,460 \$22,137	\$414 \$959 \$1,373	\$97 \$224 \$321	\$511 \$1,183 \$1,694	\$0 \$	\$0 \$0	0\$ \$0	\$70 \$162 \$232	\$0	\$7,258 \$16,805 \$24,063
2200/532	Supper Coordinator :0	2.00	Evelyn Mellin Pos# 80	4/2	24/2017	%0	\$17.39 \$17.39	47 102 149	\$1,635 \$3,547 \$5,182	\$0	\$180 \$180	\$1,635 \$3,727 \$5,362	\$101 \$231 \$332	\$24 \$54 \$78	\$125 \$285 \$410	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$17 \$39 \$56	\$0	\$1,777 \$4,052 \$5,828
2200/531	Food Service Coordinator Aide	2.50	Vacant Pos# 303	õ	/1/2021	%0	\$17.39 \$17.39	54 127 181	\$2,348 \$5,521 \$7,869	\$417 \$417	\$360 \$360	\$2,765 \$5,881 \$8,646	\$171 \$365 \$536	\$40 \$85 \$125	\$212 \$450 \$661	\$0 \$0	\$0 \$0 \$0	0\$ \$0	\$29 \$62 \$91	\$0	\$3,005 \$6,393 \$9,398
22 00/ 000	Custodian - Day 10	8.00	Lavine, Ryan Pos# 82	đ	/8/2015	%0	\$19.00 \$19.00	89 173 262	\$13,529 \$26,298 \$39,827	\$	\$3,120 \$3,120	\$13,529 \$29,418 \$42,947	\$839 \$1,824 \$2,663	\$196 \$427 \$623	\$1,035 \$2,250 \$3,285	\$0 \$0	\$0 \$0	0\$ \$0	\$142 \$309 \$451	\$0	\$14,706 \$31,978 \$46,684
22 00/ 000	Custodian - Night 10	8.00 1.00	De Corona, Claudia Pos#149	4	/1/2017	%0	\$17.91 \$17.91	89 173 262	\$12,752 \$24,789 \$37,541	\$	\$3,120 \$3,120	\$12,752 \$27,909 \$40,661	\$791 \$1,730 \$2,521	\$185 \$405 \$590	\$976 \$2,135 \$3,111	\$917 \$954	\$4,586 \$6,677 \$11,263	0\$ \$0	\$134 \$293 \$427	\$0	\$18,448 \$37,013 \$55,461
22 00/ 000	Custodian - Bridge 10	4.00	Johnson, Nathan Pos# 150	10/2	21/2020	%0	\$16.39 \$16.39	89 173 262	\$5,835 \$11,343 \$17,178	\$197 \$197	\$480 \$480	\$6,032 \$11,823 \$17,854	\$374 \$733 \$1,107	\$87 \$171 \$259	\$461 \$904 \$1,366	\$0 \$	\$0 \$0	0\$ \$0	\$63 \$124 \$187	\$0	\$6,557 \$12,851 \$19,408
2100/651	Instructional Aide - Mental Health (supporting Jaelah W)	8.00 (3.50) 0.50	Mcrae, Nicole Pos# 83	10/2	27/2016	%0	\$18.45 \$18.45	59 142 201	\$8,578 \$20,181 \$28,759	\$443 \$443	\$720 \$720	\$9,021 \$20,901 \$29,922	\$559 \$1,296 \$1,855	\$131 \$303 \$434	\$690 \$1,599 \$2,289	\$0 \$0	\$0 \$0	0\$ \$0	\$95 \$219 \$314	\$0\$	\$9,805 \$22,720 \$32,525
2100/651	Instructional Aide - Mental Health (supporting Jaelaura W) 12	8.00 (<mark>3.50)</mark> 0.50	Turner, Josef Pos# 280	õ	/1/2015	%0	\$19.00 \$19.00	59 142 201	\$8,835 \$20,787 \$29,622	\$456 \$456	\$720 \$720	\$9,291 \$21,507 \$30,798	\$576 \$1,333 \$1,909	\$135 \$312 \$447	\$711 \$1,645 \$2,356	\$0 \$	\$0 \$0	\$0 \$0	\$98 \$226 \$323	\$0	\$10,100 \$23,378 \$33,477
2100/651	Instructional Aide - Mental Health (supporting multiple students 3rd grade) (2	7.60 (3.50) 0.50	Mosquedo, Alejandra Pos# 355	10/1	15/2020	%0	\$16.39 \$16.39	59 142 201	\$7,235 \$17,001 \$24,236	\$393 \$393	\$684 \$684	\$7,628 \$17,685 \$25,313	\$473 \$1,096 \$1,569	\$111 \$256 \$367	\$584 \$1,353 \$1,936	0\$ \$	80 \$ \$	0\$ 80 8	\$80 \$186 \$266	\$0	\$8,292 \$19,223 \$27,515
2100/651	Instructional Aide - Mental Health (supporting Multiple including Z Gates) 12	7.60 (3.50) 0.50	Jordan, Kailea Pos# 407	12/1	16/2020	%0	\$16.39 \$16.39	59 128 187	\$7,235 \$15,257 \$22,492	\$393 \$393	\$684 \$684	\$7,628 \$15,941 \$23,569	\$473 \$988 \$1,461	\$111 \$231 \$342	\$584 \$1,219 \$1,803	\$782 \$813	\$1,955 \$2,847 \$4,803	0\$ \$0\$	\$80 \$167 \$247	\$0	\$10,247 \$20,175 \$30,422
2100/651	Instructional Adde - Mental Health (supporting multiple students 5th grade) 2	7.60 (3.50) 0.50	Hoff, Kyle Pos# 356	11/1	12/2019	%0	\$16.88 \$16.88	59 128 187	\$7,452 \$15,714 \$23,166	\$405 \$405	\$684 \$684	\$7,857 \$16,398 \$24,256	\$487 \$1,017 \$1,504	\$114 \$238 \$352	\$601 \$1,254 \$1,856	\$458 \$477	\$1,145 \$1,668 \$2,813	\$0 \$0	\$83 \$172 \$255	\$0\$	\$9,686 \$19,493 \$29,179

Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024					c									4.00% So Cal		đuđ	Schi Highe	er Ed	
Position	FTF	_	ncrease 3.00% Hire Date	% of Year Eligible for 403h	Gross Monthly Cost	Months/ Hours Paid	Salary	Symposium Other Adjustme	Subs for Sick Dave	Total Comn	FICA	Medi 0.0145	Total Taxes M	4.00% No Cal Medical D Premium Annual	 Cost ⊼ 4 .	4% 03b 010 00	0105 0.00	59 988 988	tal vsts
Instructional Aide - RTI (Title I) 2100/3010	5.50 (1.00) 0.00	Vacant Pos# 85		40 20	% \$16.39 \$16.39	56 139 195	\$5,0 \$12,3 \$17,31	16 \$393 34 \$393 50 \$393	\$360	\$5,409 \$12,694 \$18,103	\$335 \$787 \$1,122	\$78 \$184 \$262	\$971 \$971 \$1,385	\$0	\$0 \$0	\$0 \$0	\$57 \$133 \$190	\$0 \$1	\$5,880 3,799 19,678
Reading Aide 2100	5.00 (0.50) 0.00	Vacant Pos# 89		ô	% \$16.39 \$16.39	56 139 195	\$4,5 \$11,29 \$15,80	73 \$393 33 \$393 36 \$393	\$360 \$360	\$4,966 \$11,653 \$16,620	\$308 \$723 \$1,030	\$72 \$169 \$241	\$380 \$891 \$1,271	\$0 \$0	\$0 \$0	\$0 \$0	\$52 \$122 \$175	80 80 80	\$5,399 12,667 18,066
Yoga Lead Teacher 2100/0000	0.20	Goss Pos #347	8/21/20	0%	% \$45.02 \$45.02	11 25 36	\$33 \$33	99 \$216 25 \$270 24 \$486	\$225 \$225	\$315 \$720 \$1,035	\$20 \$45 \$64	\$5 \$10 \$15	\$24 \$55 \$79	\$0 \$0	\$0 \$0	\$0 \$0	\$3 \$8 \$11	\$0	\$343 \$783 \$1,126
Behavior Technician 2900	5.50	Vacant Pos# 91		ô	% \$16.39 \$16.39	54 127 181	\$4,80 \$11,44 \$16,31	58 \$393 19 \$393	\$360 \$360	\$5,261 \$11,809 \$17,071	\$326 \$732 \$1,058	\$76 \$171 \$248	\$403 \$903 \$1,306	\$0 \$0	\$0 \$0	\$0 \$0	\$55 \$124 \$179	\$0 \$0	\$5,719 12,836 18,556
Behavior Technician 2900	5.50	Regina Ethley Pos# 155	11/10/20	120 0%	% \$17.39 \$17.39	54 127 181	\$5,16 \$12,1- \$17,3	55 \$417 16 \$417 11 \$417	\$360 \$360	\$5,582 \$12,506 \$18,088	\$346 \$775 \$1,121	\$81 \$181 \$262	\$427 \$957 \$1,384	\$0 \$0	\$0 \$0	\$0 \$0	\$59 \$131 \$190	8 8 8 80 80	\$6,068 13,594 19,662
Behavior Technician 2900	7.50	Cain, Daniel Pos# 156	7/1/20	16 0%	% \$19.00 \$19.00	57 130 187	\$8,11 \$18,55 \$26,6-	21 \$456 22 \$456 14 \$456	\$675 \$675	\$8,577 \$19,197 \$27,775	\$532 \$1,190 \$1,722	\$124 \$278 \$403	\$656 \$1,469 \$2,125	\$476 \$496	\$1,191 \$1,734 \$2,925	\$0 \$0	\$90 \$202 \$292	8 8 8	10,515 22,602 33,117
1 3rd Grade - ELA/SS 1100	1.00	Alvarez, Natalie Pos# 157	8/1/20	120 0%	% \$5,303 \$5,303	3 8 11	\$15,9 \$42,43 \$58,33	10 27 \$0	\$0	\$15,910 \$42,427 \$58,337	\$986 \$2,630 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$167 \$445 \$613	\$0 \$0 \$0	21,205 51,813 73,018
2 Kindergarten 1100/1400	1.00	Miramontes, Jesus Pos# 158	8/1/20	0%	% \$5,504 \$5,504	8 1	\$16,5 \$44,00 \$60,5-	13	\$0	\$16,513 \$44,034 \$60,547	\$1,024 \$2,730 \$3,754	\$239 \$638 \$878	\$1,263 \$3,369 \$4,632	\$1,277 \$1,328	\$6,383 \$9,294 \$15,676	\$0 \$0	\$173 \$462 \$636	8 8 8 8 8 8 8 8 8	24,332 57,159 81,491
3 3rd Grade - MattyScience 1100/1400	1.00	McNally, Caitlin Pos# 160	8/1/20	120 0%	% \$5,476 \$5,476	8 1	\$16,43 \$43,8 \$60,2*	29 12 11 \$0	\$0	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$173 \$460 \$633	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	21,770 53,317 75,087
4 4th Grade - Self contained 1100/1400	1.00	Stafford, Jazzlyn Pos# 164	8/1/20	120 0%	% \$5,345 \$5,345	3 11	\$16,03 \$42,71 \$58,79	85 31 96 \$0	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$1,227 \$3,271 \$4,498	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$168 \$449 \$617	\$0 \$	21,341 52,175 73,517
5 Kindergarten 1100/1400	1.00	Crosson, Chelsey Pos# 92	8/1/20	120 0%	% \$5,359 \$5,359	3 8 11	\$16,0 \$42,8 \$58,9	77 22 19 \$0	\$	\$16,077 \$42,872 \$58,949	\$997 \$2,658 \$3,655	\$233 \$622 \$855	\$1,230 \$3,280 \$4,510	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$169 \$450 \$619	80 80 80 80	21,387 52,296 73,683
6 Kindergarten 1100/1400	1.00	Brewer, Lillbeth Pos# 93	8/3/20	100%	% \$7,020 \$7,020	8 1	\$21,00 \$56,11 \$77,2"	00 20 00	\$	\$21,060 \$56,159 \$77,219	\$1,306 \$3,482 \$4,788	\$305 \$814 \$1,120	\$1,611 \$4,296 \$5,907	\$2,578 \$2,681 9	\$12,891 \$18,770 \$31,661	\$842 \$2,246 \$3,089	\$221 \$590 \$811	\$0 \$1	36,626 82,061 18,687
7 5th Grade - ELA/SS 1100	1.00	Crouse, Matthew Pos# 161	10/21/20	0%	% \$5,317 \$5,317	3 8 11	\$15,9 \$42,5 \$58,4	52 38 90 \$0	\$	\$15,952 \$42,538 \$58,490	\$989 \$2,637 \$3,626	\$231 \$617 \$848	\$1,220 \$3,254 \$4,475	\$0 \$0	\$0 \$0	\$0 \$0	\$167 \$447 \$614	86 8 80 80	17,340 46,239 63,579
8 1st Grade 1100	1.00	Springer, Nicholas Pos# 162	8/1/20	0%	% \$5,476 \$5,476	3 11 8	\$16,43 \$43,8 \$60,2	29 11 \$0	\$	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$434 \$452	\$2,171 \$3,162 \$5,333	\$0 \$0	\$173 \$460 \$633	80 88 80 80	20,030 50,785 70,815
9 1st Grade 1100	1.00	Hunter (Harrison), Jad Pos# 163	8/1/20	120 0%	% \$5,345 \$5,345	3 8 11	\$16,0: \$42,74 \$58,79	35 31 96 \$0	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$1,227 \$3,271 \$4,498	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$168 \$449 \$617	\$0 \$0 \$0	21,341 52,175 73,517
10 2nd Grade - Math/Science 1100	1.00	Romero, Melanie Pos# 166	8/13/20	18 0%	% \$5,401 \$5,401	3 11	\$16,21 \$43,21 \$59,41	33 37 99 \$0	\$0	\$16,203 \$43,207 \$59,409	\$1,005 \$2,679 \$3,683	\$235 \$626 \$861	\$1,239 \$3,305 \$4,545	\$953 \$991	\$4,767 \$6,940 \$11,707	\$0 \$0	\$170 \$454 \$624	\$0 \$	22,379 53,906 76,285
11 5th Grade - Math/Science 1100	1.00	Williams, Shunta Pos# 403	8/1/20	114 100%	% \$7,594 \$7,594	3 8 11	\$22,74 \$60,74 \$83,55	83 54 57 \$0	\$0	\$22,783 \$60,754 \$83,537	\$1,413 \$3,767 \$5,179	\$330 \$881 \$1,211	\$1,743 \$4,648 \$6,391	\$2,072 \$2,155 \$	\$10,359 \$15,083 \$25,442	\$911 \$2,430 \$3,341	\$239 \$638 \$877	\$0 \$1	36,035 83,553 19,588
K-5 Teacher 1100/1400	0.00	Vacant - DO NOT FILI		ô	% \$5,390 \$5,390	3 11		0% 03	\$0	\$0 \$0	0\$ \$0	00 00 00 00 00 00 00 00 00 00 00 00 00	0\$ \$0	\$782 \$813	\$0 \$0	\$0 \$0	0\$ 0\$	\$0	888
12 2nd Grade - ELASS 1100	1.00	Layton, Sandra Pos# 168	8/3/20	16 100%	% \$7,230 \$7,230	8 11	\$21,65 \$57,84 \$79,55	31 14 35 \$0	\$0	\$21,691 \$57,844 \$79,535	\$1,345 \$3,586 \$4,931	\$315 \$839 \$1,153	\$1,659 \$4,425 \$6,084	\$959 \$997	\$4,793 \$6,979 \$11,772	\$868 \$2,314 \$3,181	\$228 \$607 \$835	\$0 \$10	29,240 72,169 01,409
Leadership Teacher 1100	0.00	Pos# 340-Moved to FM	S	ô	% \$5,552 \$5,552	3 1 8		0\$ 03	\$	0\$ \$0	\$0 \$0	888	80 80 80	\$0 \$	0\$ \$0	\$0 \$0	୫ ୫ ୫	0\$	80 80
13 PE Teacher 1100	1.00	Hong, Bunlong Pos# 95	8/1/20	0%	% \$5,476 \$5,476	8 11	\$16,43 \$43,8 \$60,2	29 11 \$0	\$\$	\$16,429 \$43,812 \$60,241	\$1,019 \$2,716 \$3,735	\$238 \$635 \$873	\$1,257 \$3,352 \$4,608	\$1,216 \$1,265	\$6,081 \$8,854 \$14,934	\$0 \$0	\$173 \$460 \$633	88 88 80	23,939 56,477 80,416
Education Specialist	1.00	Vacant Pos# 96	12/1/20	100%	% \$4,933 \$4,933	ю 8	\$14,79 \$39,46	66 25		\$14,799 \$39,464	\$918 \$2,447	\$215 \$572	\$1,132 \$3,019	\$129 \$134	\$643 \$937	\$592 \$1,579	\$155 \$414	છે છે	17,322 45,413
1100/6500						11	\$54,20	33 \$0	\$0	\$54,263	\$3,364	\$787	\$4,151		\$1,580	\$2,171	\$570	\$0 \$1	62,734
Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024		Incr	ease 3.00% Hire	% of Year Elicible for	Gross Monthly	Months/	ω	vmposium	Subs for		FICA	Medi	Total	4.00% So Ca 4.00% No Ca Medical	ه ه 4	0.0 0.0 0.0 0.0	Schl High V/C W 105 0.0	er Ed //C 088 Tc	otal
---	-----------------------	---------------------------------	--------------------	---------------------------	----------------------	------------------	----------------------------------	----------------	--------------------	----------------------------------	-------------------------------	-------------------------	-------------------------------	---------------------------------------	----------------------------------	-----------------------------	-------------------------------	------------------------	----------------------------------
Position	FTE		Date	403b	Cost	Hours Paid	Salary Oth	her Adjustmer	Sick Days	Total Comp	0.062	0.0145	Taxes Mo	. Premium Annua	al Cost M	latch 0.0	0105 0.0	088	osts
Performing Arts Dept. Chair Stipend 1300/3010	0.00 V	acant	7/1/20	16 0.00	% \$1,650 \$1,650	0 0 0	8 8 8	0\$	0\$	0\$ \$0	0\$ \$0	0\$ \$	8 8 8	\$0 \$	0\$ \$0	\$0 \$0	୫ ୫ ୫	\$0	\$ \$ \$
Performing Arts Teachers (Title I)	4.00 Pc	tadu, Daniel os# 97	8/1/20	20 0.00	% \$32.27 \$32.27	66 147	\$8,519 \$18,975	ç	é	\$8,519 \$18,975 \$13,404	\$528 \$1,176	\$124 \$275	\$652 \$1,452	\$0 \$0	0\$ 8	\$0 \$0	\$89 \$199	c, c,	\$9,260 \$20,626
r rou soro Parent Academy Presenters	0.00				\$75.00 \$75.00	<u>5</u> + 0	50 05 05	D¢	00	101 \$0 \$0	0\$ 0\$	66 0\$ 0\$	05 0\$	0\$ \$0	0 8 0 8	0 \$ \$	60 S	0 0	000'67¢
1900					I		\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Child Care for Parent Academies Child Care for Parent Workshops 2900	1.00			0.1	\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	\$0	0\$	\$119 \$0 \$119	\$7 \$0 \$7	\$2 \$0 \$2	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	\$1 \$1	\$0	\$130 \$0 \$130
Saturday Instructors 1100/3010	4.00		Per Sat		\$100.00 \$100.00	80	\$0 \$3,200 \$3,200	\$0	0\$	\$0 \$3,200 \$3,200	\$0 \$198 \$198	\$0 \$46 \$46	\$0 \$245 \$245	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$34 \$34 \$34	\$0	\$0 \$3,478 \$3,478
Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist) 1130	13.00		Daily rate		\$200 \$200	0 15	\$0 \$39,000 \$39,000	\$0	\$0	\$39,000 \$39,000	\$0 \$2,418 \$2,418	\$0 \$566 \$566	\$0 \$2,984 \$2,984	\$0 \$0	0\$ \$0	\$0 \$0	\$0 \$410 \$410	\$0\$	\$0 \$42,393 \$42,393
Subtotal Site Salaries for ARCP							\$1,533,936	\$5,887	\$13,632	\$1,553,455	\$96,314	\$22,525	\$118,839	65	3258,571 \$	14,182 \$	6,311	\$0 \$1,9	961,359
Hazel Mahone College Prep Principal	1.00 Pc	acant os#98	8/1/20	21 05	6 \$7,285 \$7,285	4 8	\$29,139 \$58,279			\$29,139 \$58,279	\$1,807 \$3,613	\$423 \$845	\$2,229 \$4,458	\$803 \$835	\$4,016 \$5,848	\$0 \$0	\$306 \$612	0, 0,	\$35,691 \$69,196
1300					1	12	\$87,418	\$0	\$0	\$87,418	\$5,420	\$1,268	\$6,687		\$9,864	\$0	\$918	\$0 \$1	104,887
Dean of Students/Behavior Analyst 1300	0.00	ossible Future Position		ō	\$0 \$0	4 8 1	& & &	ŝ	80	0\$ 0\$ 0\$	\$0 \$0 \$0	8 8 8 8	\$ \$ \$	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	୫ ୫ ୫	\$0	888
Lead Teacher K-2 Stipend	1.00 Vč	acant	7/1/20	16	\$1,650 \$1,650	0 0	\$1,650 \$0			\$1,650 \$0	\$102 \$0	\$24 \$0	\$126 \$0	0\$ \$	\$0 \$	0\$ \$	\$17 \$0		\$1,794 \$0
1300					1	0	\$1,650	\$0	\$0	\$1,650	\$102	\$24	\$126		\$0	\$0	\$17	\$0	\$1,794
Lead Teacher 3-5 Stipend 1300	1.00 Vi	acant	7/1/20	16	\$1,650 \$1,650	000	\$1,650 \$0 \$1,650	\$0	\$0	\$1,650 \$0 \$1,650	\$102 \$0 \$102	\$24 \$0 \$24	\$126 \$0 \$126	\$0 \$	\$0 \$	\$0 \$0 \$	\$17 \$0 \$17	\$0	\$1,794 \$0 \$1,794
Lead Science Teacher Stipend	1.00 V ₆	acant	7/1/20	16	\$1,650 \$1,650	000	\$1,650 \$0 \$1.650	05	0\$	\$1,650 \$0 \$1,650	\$102 \$0 \$102	\$24 \$0 \$24	\$126 \$0 \$126	\$0 \$0	0\$ \$	0\$ 0\$	\$17 \$0 \$17	0 8	\$1,794 \$0 \$1 794
Saturday School Coordinator	0.00 PA	ossible Future Position			\$25 \$25	9 4 C	0\$;	\$	0\$	0\$ \$	05	8	0\$	05	8	8		0\$
1300/3010						12	\$	\$0	\$0	\$0	\$0	\$0	\$0	•	\$0	\$0	\$	\$0	\$
Office Manager 2400	8.00 1.00 Pr	rnold, Gina os# 99	7/20/20	15 100'	% \$22.74 \$22.74	89 173 262	\$16,191 \$31,472 \$47,662	\$0	\$0	\$16,191 \$31,472 \$47,662	\$1,004 \$1,951 \$2,955	\$235 \$456 \$691	\$1,239 \$2,408 \$3,646	\$2,086 \$2,170	\$10,431 \$15,187 \$25,618	\$648 \$1,259 \$1,906	\$170 \$330 \$500	\$0	\$28,678 \$50,656 \$79,334
School Secretary 2400	8.00 1.00 Pc	tangel, Carla os# 170	11/12/20	19 100	% \$18.22 \$18.22	89 173 262	\$12,970 \$25,211 \$38,180	0\$	0\$	\$12,970 \$25,211 \$38,180	\$804 \$1,563 \$2,367	\$188 \$366 \$554	\$992 \$1,929 \$2,921	\$486 \$506	\$2,431 \$3,539 \$5,970	\$519 \$1,008 \$1,527	\$136 \$265 \$401	0\$	\$17,048 \$31,952 \$48,999
Parent Llaison (.625 FTE) 2900	5.00 0.50	egrate, Michelle os# 171	11/4/20	19	% \$16.88 \$16.88	89 173 262	\$7,513 \$14,603 \$22,116	\$152 \$152	\$	\$7,665 \$14,603 \$22,268	\$475 \$905 \$1,381	\$111 \$212 \$323	\$586 \$1,117 \$1,704	\$0 \$0	0\$ 80	80 80	\$80 \$153 \$234	\$0	\$8,332 \$15,874 \$24,206
Food Services Coordinator 2200/5310	6.00 0.50 P.	ider, Nisha os# 172	8/20/20	18 100	% \$18.03 \$18.03	60 143 203	\$6,491 \$15,470 \$21,961	\$433 \$433	\$540 \$540	\$6,924 \$16,010 \$22,933	\$429 \$993 \$1,422	\$100 \$232 \$333	\$530 \$1,225 \$1,754	\$0 \$0	0\$ 80 8	\$277 \$640 \$917	\$73 \$168 \$241	\$0	\$7,803 \$18,043 \$25,846
Supper Coordinator 2200/5320	2.00 EI 0.50 Pc	ilder, Nisha os# 173	8/20/20	18 100	% \$18.03 \$18.03	47 102 149	\$1,695 \$3,678 \$5,373	U\$	\$180 \$180	\$1,695 \$3,858 \$5,553	\$105 \$239 \$344	\$25 \$56 \$81	\$130 \$295 \$425	\$0 \$0	0\$ 0\$	\$68 \$154 \$222	\$18 \$41 \$58	09	\$1,910 \$4,348 \$6,258
Food Service Coordinator Aide	3.00 0.00	acant o¥ 305	8/1/20.	21 05	% \$16.39 \$16.39	54 127	\$2,655 \$6,245 \$6,245	\$393	\$360	\$3,049 \$6,605	\$189 \$410	\$44 \$96 \$140	\$233 \$505 \$730	0\$ \$0	\$0 \$0 \$	\$0	\$32 \$69 \$101		\$3,314 \$7,180
Custodian - Day	8.00 P. Q	tuintanilla, Franklin os#174	8/12/21	05 1005	6 \$17.39 \$17.39	89	\$12,381 \$24,067		\$3,120	\$12,381 \$27,187	\$768 \$1,686	\$180 \$394	\$947 \$2,080	\$486 \$506	\$2,431 \$3,539	\$495 \$1,087	\$130 \$285		\$16,384 \$34,179
22 00/ 000 0	000	X	OCT OF L		00 119	262	\$36,448	\$	\$3,120	\$39,568	\$2,453	\$574	\$3,027	500	\$5,970	\$1,583 *^	\$415	\$0 \$	\$50,563
Customan - Ingin 2200/0000	0.00 1.00 P. J.	interiez, Naren os#175	07/8/1	0	\$17.39	69 173 262	\$12,301 \$24,067 \$36,448	\$	\$3,120 \$3,120	\$12,301 \$27,187 \$39,568	\$1,686 \$1,686 \$2,453	\$100 \$394 \$574	\$2,080 \$3,027	0888 8888	\$4,2/4 \$6,222 \$10,496	0\$ \$0\$	\$1.30 \$285 \$415	\$0	\$53,774 \$53,506
Custodian - Bridge	4.00 0.00 Pc	1eza Rubio, Deysi os# 306	2/9/20.	21 0!	6 \$16.39 \$16.39	89 173	\$5,835 \$11,343	\$197	\$480	\$6,032 \$11,823	\$374 \$733	\$87 \$171	\$461 \$904	0\$ \$0	\$0 \$0	\$0 \$0	\$63 \$124	69	\$6,557 :12,851
2200/0000					1	262	\$17,178	\$197	\$480	\$17,854	\$1,107	\$259	\$1,366		\$0	\$0	\$187	\$0 \$	\$19,408

Tota	\$8,	\$20,6	\$9,8 \$21,88 \$31,7	\$9,1(\$22,33 \$31,4!	\$6,05 \$14,20 \$20,25	\$5,38 \$12,566 \$17,94	69 <u>0</u> 6	\$10,79 \$22,26	\$33,05 \$34 \$53 \$53	\$19,80 \$39,161 \$58,96	\$5,89 \$12,81 \$18,70	\$6,63(\$14,81 \$21,44	\$8,53 \$19,16 \$27,69	\$22,08 \$53,72 \$75,81	\$19,73 \$49,94 \$69,68	\$22,855 \$55,074 \$77,929	\$19,69 \$49,82 \$69,51	\$22,961 \$56,34 \$79,310	\$21,70 \$52,70 \$74,40	\$21,70 \$52,70 \$74,40	\$21,70 \$52,70 \$74,40	\$18,18 \$47,99 \$66,17	\$24,43 \$59,99
Higher Ed W/C 0.0088	0.0088	\$0	\$0	\$0	\$0	\$0	05	:	\$0 \$	\$	S S	\$	\$	\$0	\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
W/C 0.0105	4010.0 \$86	\$200	\$84 \$194 \$278	\$89 \$216 \$304	\$58 \$137 \$196	\$52 \$121 \$173	0\$ 0\$	\$104 \$215	\$3.19 \$5 \$5	\$118 \$272 \$390	\$57 \$124 \$181	\$64 \$143 \$207	\$82 \$185 \$268	\$172 \$459 \$631	\$169 \$451 \$621	\$169 \$451 \$621	\$169 \$450 \$619	\$183 \$487 \$670	\$168 \$449 \$617	\$168 \$449 \$617	\$168 \$449 \$617	\$155 \$414 \$570	\$195 \$519
4% 403b	\$0	\$0 \$0	\$0 \$0	0\$ \$0	\$0 \$0	\$0 \$0	0\$ \$0	\$0 \$0	0\$ \$0 \$0	0\$ 0\$ \$	\$0 \$0 \$0	0\$ \$0	\$0 \$0	0\$ \$0	0\$ \$0	\$484 \$1,290 \$1,773	0\$ \$0	0\$ \$0	\$0 \$0	0\$ \$0	0\$ \$0	\$0 \$0	\$0 \$0
o Cal	\$0	88	\$1,215 \$1,770 \$2,985	0\$ 0\$	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	0\$ \$	0 80 80 80	\$7,586 \$11,045 \$18,631	0\$ \$0\$	\$0 \$0	0\$ \$0	\$4,274 \$6,222 \$10,496	\$2,215 \$3,225 \$5,440	\$4,850 \$7,061 \$11,910	\$2,215 \$3,225 \$5,440	\$4,048 \$5,893 \$9,941	\$4,274 \$6,222 \$10,496	\$4,274 \$6,222 \$10,496	\$4,274 \$6,222 \$10,496	\$2,100 \$5,096 \$7,196	\$4,274 \$6,222
4.00% Sc 4.00% No Medical	o. Premium Ar \$0	\$0	\$486 \$506	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$0	0\$ \$	\$1,517 \$1,578	\$0 \$0	\$0 \$0	0\$ \$	\$855 \$889	\$443 \$461	\$970 \$1,009	\$443 \$461	\$810 \$842	\$855 \$889	\$855 \$889	\$855 \$889	\$700 \$728	\$855 \$889
Total	1axes M \$628	\$1,456 \$2,084	\$609 \$1,416 \$2,025	\$645 \$1,572 \$2,217	\$426 \$999 \$1,426	\$379 \$884 \$1,263	\$0 \$0	\$759 \$1,567	\$2,326 \$24 \$38 \$38	\$860 \$1,979 \$2,839	\$415 \$902 \$1,317	\$467 \$1,043 \$1,510	\$601 \$1,349 \$1,949	\$1,254 \$3,343 \$4,597	\$1,233 \$3,288 \$4,521	\$1,233 \$3,288 \$4,521	\$1,230 \$3,280 \$4,510	\$1,331 \$3,551 \$4,882	\$1,227 \$3,271 \$4,498	\$1,227 \$3,271 \$4,498	\$1,227 \$3,271 \$4,498	\$1,132 \$3,019 \$4,151	\$1,419 \$3,784
Medi	\$119	\$276	\$116 \$268 \$384	\$122 \$298 \$420	\$81 \$189 \$270	\$72 \$168 \$239	8 08 8	\$144 \$297	\$441 \$5 \$7	\$163 \$375 \$538	\$79 \$171 \$250	\$88 \$198 \$286	\$114 \$256 \$369	\$238 \$634 \$871	\$234 \$623 \$857	\$234 \$623 \$857	\$233 \$622 \$855	\$252 \$673 \$925	\$233 \$620 \$853	\$233 \$620 \$853	\$233 \$620 \$853	\$215 \$572 \$787	\$269 \$717
FICA	\$509	\$1,180 \$1,689	\$494 \$1,147 \$1,641	\$523 \$1,274 \$1,796	\$345 \$810 \$1,155	\$307 \$716 \$1,023	\$0 \$0	\$615 \$1,270	\$1,885 \$20 \$31 \$50	\$697 \$1,604 \$2,301	\$336 \$731 \$1,067	\$378 \$845 \$1,223	\$487 \$1,093 \$1,580	\$1,016 \$2,709 \$3,725	\$999 \$2,665 \$3,664	\$999 \$2,665 \$3,664	\$997 \$2,658 \$3,655	\$1,079 \$2,878 \$3,957	\$994 \$2,651 \$3,645	\$994 \$2,651 \$3,645	\$994 \$2,651 \$3,645	\$918 \$2,447 \$3,364	\$1,150 \$3,067
ļ	al Comp \$8,206	\$19,039 \$27,244	\$7,967 \$18,504 \$26,471	\$8,429 \$20,547 \$28,975	\$5,571 \$13,064 \$18,635	\$4,950 \$11,555 \$16,505	0\$ 0\$	\$9,927 \$20,484	\$30,411 \$315 \$495 \$810	\$11,240 \$25,866 \$37,106	\$5,419 \$11,793 \$17,212	\$6,099 \$13,633 \$19,732	\$7,851 \$17,629 \$25,481	\$16,388 \$43,700 \$60,088	\$16,119 \$42,984 \$59,103	\$16,119 \$42,984 \$59,103	\$16,077 \$42,872 \$58,949	\$17,404 \$46,412 \$63,816	\$16,035 \$42,761 \$58,796	\$16,035 \$42,761 \$58,796	\$16,035 \$42,761 \$58,796	\$14,798 \$39,463 \$54,261	\$18,551 \$49,470
s for	Days lot	\$693 \$693	\$693 \$693	\$693 \$693	\$360 \$360	\$360 \$360	\$0	\$945	\$945 ¢0	\$720 \$720	\$0	\$360 \$360	\$675 \$675	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0\$	
Ssium Sut	gustmer Sick \$417	\$417	\$405 \$405	0\$	\$405 \$405	\$393 \$393	\$0	2	\$0 \$216 \$270 \$486	\$552 \$552	\$405 \$405	\$456 \$456	\$417 \$417	0\$	\$0	0\$	0\$	0\$	0\$	0\$	0\$	\$0	
Sympo	17 Other Ac	18,346 26,134	\$7,562 17,811 25,373	\$8,429 19,854 28,282	\$5,166 12,704 17,870	\$4,557 111,195 15,752	\$ \$	\$8,982 20,484	29,466 \$99 \$225 \$324	40.688 25,146 35,834	\$5,014 11,793 16,807	\$5,643 113,273 118,916	\$7,434 16,954 24,388	16,388 43,700 60,088	16,119 42,984 59,103	16,119 42,984 59,103	16,077 42,872 58,949	17,404 46,412 63,816	16,035 42,761 58,796	16,035 42,761 58,796	16,035 42,761 58,796	14,798 39,463 54,261	18,551 49,470
	o Sala		1 2 9	- 50 - 70 - 70	49 49 20 00	0 0 0	1 2 9	- NO	~ ~ ro «	000-	4 1 1	4 / /	× 0 ×	7 8 3	€ 60 €	7 8 3	7 8 3	7 8 3	60 00 -	7 8 3	6 8 6	6, 60 6	8 8 6 8
Months/	Hours Paid	20	20	20	19 19 1	13 13	14 5	00 00		, <u>1</u>	12 5	13 13	9 13 5	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~	6		10.10	10.10	10.10	~ ~ ~ ~ ~ ~	* *
Gross Monthly	\$17.30	\$17.3	\$16.86 \$16.88	\$18.8% \$18.8%	\$16.86	\$16.39 \$16.39	\$0.0 \$0.0	\$45.03 \$45.03	\$45.03 \$45.03	\$22.99 \$22.99	\$16.84 \$16.84	\$19.00	\$17.39	\$5,46; \$5,46;	\$5,37	\$5,37 \$5,37	\$5,355 \$5,355	\$5,80 \$5,80	\$5,34 \$5,34	\$5,34 \$5,34	\$5,34 \$5,34	\$4,93	\$6,18, \$6,18
% of Year Eligible for	4030		%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	%0	75%	%0	%0	%0	%0	%0	%0	%0
3.00% Hire	Uate 1/7/2019		10/30/2018	8/1/2018	ant	8/1/2020	8/1/2018	8/21/2019	8/21/2019	10/16/2017	8/1/2020 t	8/1/2020 ent	8/30/2018	8/1/2020		8/1/2019	8/1/2019	7/25/2016	8/1/2020	8/1/2020	8/1/2020	8/1/2021	8/1/2020
Increase	Smith, Tabeca	Po鲜 331	Lanston, Elzie Pos# 332	Smith, Tiffani Pos# 361 POSITION ENDED 8/26/20	Vacant Pos# 179 Nicholas Domke-temp assignm	Vílimek, Anna Pos#180	.00 Pos# 308 - Ended 50) 50	Goss Pos #346	Goss Pos #347	Wade, Esmeralda Pos# 285	Vacant Pos#181 Brown, Rene - temp assignmen	Vacant Pos# 307 Martinez, Salina - temp assignm	Bullocks, Monica Pos#182	Underwood, Megan Pos# 183	LaVigne, Elizabeth Pos#188	Muszel, Brittany Pos#189	Soto, Dominique Pos# 184	Andrews, Lannette Pos#185	Marshall, Crystal Pos# 190	Smith, Cambria Pos# 186	Ochoa, Analecia Pos# 191	Vacant Pos#187	Pearson, Elizabeth Pos# 273
ł	7.70	0.50	7.70 (<mark>3.20)</mark> 0.50	7.70 (3.20) 0.50	5.50 (1.00) 0.00	5.00 (1.00) 0.00	စ ဨၟ င	3.50 0.50	0.20	8.00 (<mark>3.50)</mark> 1.00	5.50	5.50	7.50	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Forture School of Education Salary Budgets July 1, 2023 - June 30, 2024	Position Instructional Ade - Mental Health	(supports MW) 100/6512	Instructional Aide - SPED (supports LJ) 1100/6500	Instructional Aide - Mental Health TS-Sh grade 1100/6512	Reading Atde 100/0000	Reading Aide 100/0000	4th Grade Instructional Aide	Y oga Instructor	100/0000 Yoga Lead Teacher Ammono	. roocooo Behaviorist 100/000	Behavior Technician 2900	Behavior Technician 2900	Behavior Technician 2900	1 2nd Grade - ELA/SS 100/1400	2 1st Grade 100/1400	3 Transitional Kindergarten 1100	4 6th & 7th Grade - ELA/Humanities 100/1400	5 Kindergarten 100/1400	6 5th Grade - Self contained 1100	7 4th Grade - Math/Science 100/1400	8 3rd Grade ELA/SS 1100	9 K-5 Teacher Growth 1100	10 Kindergarten

Fortune School of Education Salarv Budgets																		
July 1, 2023 - June 30, 2024		Increase	3.00%	% of Year	Gross							:		4.00% So C 4.00% No C	Cal Cal	4% 4%	w/C W	er Ed
Position 1100	FTE		Date	403b	Cost He	vontns/ ours Paid 11	Salary Other A \$68,021	osium sur djustmer Sick \$0	os tor : Days 7 \$0	otal Comp \$68,021	FICA 0.062 \$4,217	Medi 0.0145 \$986	lotal Taxes Mo \$5,204	Medical Premium Annu	al Cost \$10,496	40.30 U Match 0 \$0	.0105 0.0 \$714 0.0	088 Cost \$0 \$84
11 1st Grade	1.00	Winn, Jazmine Pos# 274	8/1/2017	%0	\$5,387 \$5,387	8 1	\$16,161 \$43,096 \$59,256	U\$	U\$	\$16,161 \$43,096 \$59.256	\$1,002 \$2,672 \$3,674	\$234 \$625 \$859	\$0 \$3,297 \$3,297	\$452 \$470	\$2,258 \$3,288 \$5,547	\$0 \$0	\$170 \$453 \$622	\$18 \$50 \$68
12 2nd Grade - Matty Science 112 00	1.00	Ambrose (Ndirangu), Kayren Pos# 288	8/6/2018	%0	\$5,490 \$5,490	- ° 8 7	\$16,471 \$43,923 \$60,394	\$	\$	\$16,471 \$43,923 \$60,394	\$1,021 \$1,021 \$2,723 \$3,744	\$239 \$637 \$876	\$3,360 \$3,360 \$3,360	\$646 \$672	\$3,230 \$4,703 \$7,933	8 8 8 8	\$173 \$461 \$634	\$0 \$52 \$52 \$52
13 4th Grade - ELA/SS 1100	1.00	Zuehike, Mollie Pos# 317	8/1/2020	%0	\$5, 593 \$5, 593	8 1	\$16,779 \$44,743 \$61,522	\$0	\$0	\$16,779 \$44,743 \$61,522	\$1,040 \$2,774 \$3,814	\$243 \$649 \$892	\$0 \$3,423 \$3,423	\$855 \$889	\$2,564 \$6,222 \$8,786	0\$ \$0	\$176 \$470 \$646	\$19 \$54 \$0 \$74
14 3rd Grade - Math/Science 1100	1.00	Bassegio, Julianna Pos# 318	8/1/2020	%0	\$5,345 \$5,345	3 11	\$16,035 \$42,761 \$58,796	\$0	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$0 \$3,271 \$3,271	\$967 \$1,006	\$4,835 \$7,040 \$11,875	0\$ \$0	\$168 \$449 \$617	\$21 \$53 \$0 \$74
15 6th & 7th Grade - Math/Science 1100	1.00	Jones, Julia Pos# 404	8/1/2020	%0	\$5, 345 \$5, 345	8 8 1	\$16,035 \$42,761 \$58,796	\$	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$0 \$3,271 \$3,271	\$855 \$889	\$4,274 \$6,222 \$10,496	\$0 \$0	\$168 \$449 \$617	\$20 \$52 \$0 \$73
16 Middle School Teacher - Leadership 1100	0.25	Vacant New position for growth	8/1/2021	%0	\$5,233 \$5,233	3 1 8	\$3,925 \$10,467 \$14,392	\$0	\$0	\$3,925 \$10,467 \$14,392	\$243 \$649 \$892	\$57 \$152 \$209	\$0 \$801 \$801	\$0 \$	8 8 8	\$0 \$0	\$41 \$110 \$151	\$3 \$11 \$0 \$15
17 Middle School Teacher 1100	1.00	Vacant New position for growth	8/1/2021	%0	\$5,081 \$5,081	3 1 8	\$15,242 \$40,646 \$55,889	\$0	\$0	\$15,242 \$40,646 \$55,889	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$0 \$3,109 \$3,109	\$750 \$780	\$2,250 \$5,459 \$7,708	\$0 \$0	\$160 \$427 \$587	\$17 \$49 \$0 \$67
18 Middle School Teacher 1100	1.00	Vacant New position for growth	8/1/2022	%0	\$5,081 \$5,081	8 1 8	\$15,242 \$40,646 \$55,889	\$0	\$0	\$15,242 \$40,646 \$55,889	\$945 \$2,520 \$3,465	\$221 \$589 \$810	\$0 \$3,109 \$3,109	\$750 \$780	\$3,749 \$5,459 \$9,208	\$0 \$0	\$160 \$427 \$587	\$19 \$49 \$0 \$68
19 Middle School Teacher 1100	1.00	Vacant New position for growth	8/1/2023	%0	\$4,933 \$4,933	8 1 8	\$14,798 \$39,463 \$54,261	\$0	\$0	\$14,798 \$39,463 \$54,261	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$0 \$3,019 \$3,019	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$155 \$414 \$570	\$17 \$47 \$0 \$65
20 PE Teacher 1100	1.00	Kelley, Frederick Pos# 192	8/1/2020	%0	\$5,463 \$5,463	8 1 8	\$16,388 \$43,700 \$60,088	\$0	\$0	\$16,388 \$43,700 \$60,088	\$1,016 \$2,709 \$3,725	\$238 \$634 \$871	\$1,254 \$3,343 \$4,597	\$515 \$535	\$2,574 \$3,748 \$6,322	80 80	\$172 \$459 \$631	\$20 \$51 \$0 \$71
Education Specialist 1100/6500	1.00	Spolidoro, Cynthia Pos# 193	8/1/2019	75%	\$5,373 \$5,373	8 8 1	\$16,119 \$42,984 \$59,103	\$0	\$0	\$16,119 \$42,984 \$59,103	\$999 \$2,665 \$3,664	\$234 \$623 \$857	\$1,233 \$3,288 \$4,521	\$2,012 \$2,093	\$10,062 \$14,650 \$24,712	\$484 \$1,290 \$1,773	\$169 \$451 \$621	\$28 \$62 \$0
Performing Arts Teachers (Title I) 1100/3010	4.00	Vacant Pos# 194		%0	\$44.61 \$44.61	66 147 213	\$11,776 \$26,228 \$38,004	\$0	\$0	\$11,776 \$26,228 \$38,004	\$730 \$1,626 \$2,356	\$171 \$380 \$551	\$901 \$2,006 \$2,907	\$0 \$0	0\$ 0\$ \$0	8 8 8	\$124 \$275 \$399	\$12 \$28 \$0 \$41
Parent Academy Presenters 1900		7.00			\$75.00 \$75.00	- 0	8 8 8	\$	\$0	\$0 \$0 \$0	80 S	8 8 8	888	\$0 \$	8 8 8 8	\$0 \$0	8 8 8	\$0
Child Care for Parent Academies Child Care for Parent Workshops 2900		1.00	1.0		\$15.90 \$15.90	7.5 0	\$119 \$0 \$119	0\$	\$0	\$119 \$0 \$119	\$7 \$0 \$7	28 82 88	65 O 65	\$0 \$0	80 80 80	\$0 \$0	\$1 \$0	0\$
Saturday Instructors 1100/3010		2.00 P	er Sat		\$100.00 \$100.00	88	\$0 \$1,600 \$1,600	0\$	\$0	\$0 \$1,600 \$1,600	06\$ 0\$	\$0 \$23 \$23	\$0 \$122 \$122	\$0 \$0	8 8 8 8	S S S	\$0 \$17 \$17	\$0 \$1
Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist) 1130		18.25 D	aily rate		\$200 \$200	15 O	\$0 \$54,750 \$54,750	\$0	\$0	\$0 \$54,750 \$54,750	\$0 \$3,395 \$3,395	\$0 \$794 \$794	\$0 \$4,188 \$4,188	\$0 \$0	0\$ \$0	80 80	\$0 \$575 \$575	\$59 \$59
Subtotal Site Salaries for HMCP							\$1,858,371	\$5,112	\$13,299	\$1,876,783	\$116,361	\$27,213	\$133,576		\$271,723	\$9,702	19,706	\$0 \$2,311
Fortune Middle School Assistant Principal 1300	1.00	Janine Knill Pos# 301	7/1/2018	100%	\$6,956 \$6,956	4 8 2	\$27,823 \$55,645 \$83,468	\$	\$0	\$27,823 \$55,645 \$83,468	\$1,725 \$3,450 \$5,175	\$403 \$807 \$1,210	\$2,128 \$4,257 \$6,385	\$969 \$1,008	\$4,846 \$7,056 \$11,903	\$1,113 \$2,226 \$3,339	\$292 \$584 \$876	\$36 \$69 \$0 \$105
Office Manager 2400	0.00	Vacant - see high school		%0	\$0.00 \$0.00	88 174 262	\$ \$ \$	\$0	\$0	\$0 \$0 \$	\$0 \$0	& & &	୫ ୫ ୫	\$0 \$0	0\$ \$0	\$0 \$0 \$0	ତ୍ତ ତ୍ <u>ଚ</u>	\$0
School Secretary (split funded) 2400	8.00	Lee, Chevelle in 20-21 Pos #370 Create New position so 1 FTE pe	7/29/2015 r school	100%	\$21.78 \$21.78	88 174 262	\$15,333 \$30,317 \$45,650	\$0	\$0	\$15,333 \$30,317 \$45,650	\$951 \$1,880 \$2,830	\$222 \$440 \$662	\$1,173 \$2,319 \$3,492	\$445 \$463	\$1,780 \$3,239 \$5,019	\$613 \$1,213 \$1,826	\$161 \$318 \$479	\$19 \$37 \$0 \$56
Parent Liaison (split funded) 2900	6.00 0.75 33.3	Jemmott, Raphael Pos #337 3%	10/3/2019	%0	\$17.45 \$17.45	88 174 262	\$9,211 \$18,213 \$27,424	\$0	\$0	\$9,211 \$18,213 \$27,424	\$571 \$1,129 \$1,700	\$134 \$264 \$398	\$705 \$1,393 \$2,098	\$450 \$468	\$1,688 \$2,458 \$4,147	\$0 \$0	\$97 \$191 \$288	\$11 \$22 \$0
Food Services Coordinator	6.00	Vacant New position for growth	8/1/2021	%0	\$15.91 \$15.91	53 155	\$5,060 \$14,800		\$540	\$5,060 \$15,340	\$314 \$951	\$73 \$222	\$387 \$1,173	\$757 \$787	\$1,893 \$2,756	\$0 \$0	\$53 \$161	\$7 \$19

	Fortune School of Education																			
	ədidiy baugets July 1, 2023 - June 30, 2024		Increa	se 3.00% Hire	% of Year Eliaible for	Gross Monthly	Months/		Symposium	Subs for		FICA	Medi	Total	4.00% So (4.00% No (Medical	Cal	4% Pul 403b 0	N/C W 0.005 0.0	Ner Ed //C 0088 Tc	otal
2200/5310	Position	FTE		Date	403b	Cost	Hours Paid 208	Salary \$19	Other Adjustmer 9,860 \$0	r Sick Days \$540	Total Comp \$20,400	0.062 \$1,265	0.0145 \$296	Taxes M \$1,561	o. Premium Ann	ual Cost \$4,649	Match 0 \$0	0105 0.0 \$214	\$0 \$0 \$	osts \$26,824
2200/5320	Supper Coordinator	2.00	Jackson, Shirley Pos #372	8/1/2020	%0	\$16.39 \$16.39	37 111 148	\$1 \$4	,213 ,639 ,852 \$0	\$180 \$180	\$1,213 \$3,819 \$5,032	\$75 \$237 \$312	\$18 \$55 \$73	\$93 \$292 \$385	\$0 \$	\$0 \$0 \$0	\$0 \$0	\$13 \$40 \$53	\$0	\$1,318 \$4,151 \$5,469
2100/6512	Instructional Aide - Mental Health (supporting Y Abanum and J Kelly)	8.00 (3.50) 0.50	Hawkins, Brandon Pos# 152	2/3/2020	%0	\$16.88	59 142 201	\$7 \$18 \$26	,850 \$405 8,470 \$405 8,320 \$405	\$720 \$720	\$8,256 \$19,190 \$27,445	\$512 \$1,190 \$1,702	\$120 \$278 \$398	\$632 \$1,468 \$2,100	\$0 \$0	\$0 \$0	\$0 \$0 \$0	\$87 \$201 \$288	\$0 \$0	\$8,974 20,859 \$29,833
2100/6512	Instructional Aide - Mental Health (supporting Multiple Including Percelle & Ellis)	7.60 (3.50) 0.50	Garcia, Eston Pos# 408	1/4/2021	%0	\$16.39 \$16.39	59 142 201	\$7 \$17 \$24	,235 \$393 ,001 \$393 ,236 \$393	\$684 \$684	\$7,628 \$17,685 \$25,313	\$473 \$1,096 \$1,569	\$111 \$256 \$367	\$584 \$1,353 \$1,936	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0	\$80 \$186 \$266	\$ \$ \$ \$	\$10,247 22,070 \$32,318
2100/6512	Instructional Aide - Mental Health (supporting M Abanum)	8.00 (<mark>3.50)</mark> 0.50	Vacant Pos# 153 Wolfson, Rachel - temp assi	8/1/2020 gnment	%0	\$16.88 \$16.88	59 142 201	\$7 \$18 \$26	,850 \$405 8,470 \$405 8,320 \$405	\$720 \$720	\$8,256 \$19,190 \$27,445	\$512 \$1,190 \$1,702	\$120 \$278 \$398	\$632 \$1,468 \$2,100	\$0 \$0	0\$ \$0	0\$ \$0	\$87 \$201 \$288	\$ \$	\$8,974 20,859 \$29,833
22 00/0000	Custodian - Day	8.00 1.00	Cooper, Dennis Pos #373	7/15/2020	%0	\$16.39	88 174 262	\$11 \$22 \$34	,539 2,816 1,355 \$0	\$	\$11,539 \$22,816 \$34,355	\$715 \$1,415 \$2,130	\$167 \$331 \$498	\$883 \$1,745 \$2,628	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$121 \$240 \$361	\$ 0\$	616,454 530,495 546,949
2200/0000	Custodian - Night	8.00 1.00	Vacant New position for growth	8/1/2020	%0	\$15.00	88 174 262	\$10 \$20 \$31	,560 ,880 ,440 \$0	0\$	\$10,560 \$20,880 \$31,440	\$655 \$1,295 \$1,949	\$153 \$303 \$456	\$808 \$1,597 \$2,405	\$700 \$728	\$2,800 \$5,096 \$7,896	\$0 \$0	\$111 \$219 \$330	\$0 \$0	614,279 627,793 642,071
2200/0000	Custodian - Bridge	4.00	Possible Future Position		%0	\$0.00 \$0.00	88 174 262		80 80 80	0\$	\$0 \$0	80 80 80	& & &	\$0 \$0	\$0 \$	\$0 \$0 \$0	\$0 \$0 \$0	80 80 80 80	\$0	80 80 80
2900	Behavior Tech	8.00	Johnson, Richard Pos #374	8/1/2020	%0	\$16.39 \$16.39	57 130 187	\$7 \$17 \$24	,474 \$393 ,047 \$393 ,521 \$393	\$720	\$7,868 \$17,767 \$25,634	\$488 \$1,102 \$1,589	\$114 \$258 \$372	\$602 \$1,359 \$1,961	\$782 \$813	\$1,955 \$2,847 \$4,803	\$0 \$0	\$83 \$187 \$269	\$ 0 \$	\$10,508 \$22,159 \$32,667
2900	Behavior Tech	8.00	Vacant New position for growth	8/1/2020	%0	\$15.00	57 130 187	\$15 \$22	\$840 \$360 \$600 \$360 \$440 \$360	\$720 \$720	\$7,200 \$16,320 \$23,520	\$446 \$1,012 \$1,458	\$104 \$237 \$341	\$551 \$1,248 \$1,799	\$700 \$728	\$1,750 \$2,548 \$4,298	\$0 \$0	\$76 \$171 \$247	\$0\$	\$9,576 \$20,288 \$29,864
1 11 00/ 1400	1 6th/7th/8th Grade Math	1.00	Atkins, Marcus Pos#165	7/16/2014	%0	\$7,716 \$7,716	6 8 1	\$ \$23 \$61 \$84	;147 ;725 ,872 \$0	\$0	\$23,147 \$61,725 \$84,872	\$1,435 \$3,827 \$5,262	\$336 \$895 \$1,231	\$1,771 \$4,722 \$6,493	\$1,552 \$1,614	\$7,758 \$11,295 \$19,053	\$0 \$0	\$243 \$648 \$891	\$0 \$1	\$32,919 \$78,391 111,309
2 1100/1400	2 6th/7th/8th Grade ELA/Humanities	1.00	Williams, Danny Pos#167	8/21/2019	%0	\$7,230 \$7,230	4 3	\$21 \$57 \$79	,691 ,844 ,535 \$0	\$0	\$21,691 \$57,844 \$79,535	\$1,345 \$3,586 \$4,931	\$315 \$839 \$1,153	\$1,659 \$4,425 \$6,084	\$2,912 \$3,029	\$14,560 \$21,200 \$35,760	\$0 \$0	\$228 \$607 \$835	\$0 \$1	\$38,139 \$84,076 122,215
3	3 6th/7th/8th Grade Science	1.00	Stowe, Tera Pos#159	8/1/2020	%0	\$5,345 \$5,345	6 9 1	\$16 \$42 \$58	\$,035 2,761 \$,796 \$0	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$1,227 \$3,271 \$4,498	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$168 \$449 \$617	\$ 0\$	821,341 852,175 873,517
4	4 6th/7th/8th Grade Social Science	1.00	Doubek, Matthew Pos# 375	8/1/2020	%0	\$5,345 \$5,345	0 0 T	\$16 \$42 \$58	,035 2,761 3,796 \$0	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$1,227 \$3,271 \$4,498	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$168 \$449 \$617	\$ \$ 0\$	821,341 852,175 873,517
5 1100	5 Middle School Teacher - Math/Science/Misc	1.00	Vacant New position for growth	8/1/2021	0%	\$5,233 \$5,233	9 3 11	\$15 \$41 \$57	5,700 1,866 5,566 \$\$0	\$0	\$15,700 \$41,866 \$57,566	\$973 \$2,596 \$3,569	\$228 \$607 \$835	\$1,201 \$3,203 \$4,404	\$700 \$728	\$3,500 \$5,096 \$8,596	\$0 \$0	\$165 \$440 \$604	\$ \$ \$	\$20,566 \$50,604 \$71,170
6 1100	5 Middle School Teacher	1.00	Vacant New position for growth	8/1/2021	0%	\$5,233 \$5,233	8 1	\$15 \$41 \$57	566 \$0	\$0	\$15,700 \$41,866 \$57,566	\$973 \$2,596 \$3,569	\$228 \$607 \$835	\$1,201 \$3,203 \$4,404	\$700 \$728	\$2,100 \$5,096 \$7,196	\$0 \$0	\$165 \$440 \$604	\$ 0 \$	\$19,166 \$50,604 \$69,770
1100	Middle School Teacher	0.00	Vacant - DO NOT FILL		0%	\$0 \$	11 8 3		80 80 80 80	\$0	\$0 \$0	\$0 \$0	\$ \$	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$	\$0	% %
1100	Middle School Teacher	0.00	Vacant - DO NOT FILL		0%	\$0 \$	8 11		80 80 80 80	0\$	\$0 \$0	\$0 \$0	\$ \$ \$	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$0	\$0	% %
7 1100	7 Leadership Teacher	0.25	Zamorano, Frank in 20-21 Pos# 340	8/1/2020	0%	\$5,303 \$5,303	8 11	\$10 \$14	,978 \$0 0.607 \$0 1,584 \$0	\$0	\$3,978 \$10,607 \$14,584	\$247 \$658 \$904	\$58 \$154 \$211	\$304 \$811 \$1,116	\$782 \$813	\$978 \$1,424 \$2,401	\$0 \$0	\$42 \$111 \$153	\$0	\$5,301 \$12,953 \$18,254
80	3 PE Teacher	1.00	Zamorano, Frank Pos# 376	8/1/2020	%0	\$5,303 \$5,303	сю	\$15 \$42	,910 ,427		\$15,910 \$42,427	\$986 \$2,630	\$231 \$615	\$1,217 \$3,246	\$782 \$813	\$3,911 \$5,694	\$0 \$0	\$167 \$445		\$21,205 \$51,813

	Fortune School of Education Salary Budgets																				
	July 1, 2023 - June 30, 2024		Ē	icrease 3	5.00% 9 Hire E	6 of Year ligible for	Gross Monthly N	fonths/	ŝ	mposium	Subs for		FICA	Medi	Total	4.00% So C 4.00% No C Aedical	al al	4% Pub 403b 0.0	Schi Highe V/C W/ 105 0.00	C C 88 Tota	a
1100	Position	ETE			Date	403b	Cost Ho	urs Paid 11	\$58,337	r Adjustmer \$0	Sick Days \$0	Total Comp \$58,337	0.062 \$3,617	0.0145 \$846	Taxes Mo. \$4,463	Premium Annu	al Cost 1 \$9,605	Match 0.0 \$0	3105 0.00 \$613	88 Cos \$0 \$73	sts 3,018
	Education Specialist	0.50	Jordan, Jaylan Pos #377	80	(/23/2017	%0	\$5,303 \$5,303	т «	\$7,955 \$21,214			\$7,955 \$21.214	\$493 \$1.315	\$115 \$308	\$609 \$1.623	\$782 \$813	\$1,955 \$2.847	\$0 \$0	\$84 \$223	\$10	0,603
1100/6500								11	\$29,169	\$0	\$0	\$29,169	\$1,808	\$423	\$2,231		\$4,803	\$0	\$306	\$0 \$36	6,509
1100/3010	Performing Arts Teachers (Title I)	4.00	Provost, Jordan Pos# 378		8/1/2020	%0	\$34.77 \$34.77	65 148 213	\$9,040 \$20,584 \$20,625	Ş	Ş	\$9,040 \$20,584 \$20,625	\$561 \$1,276 \$1,837	\$131 \$298 \$430	\$692 \$1,575 \$2 266	\$0 \$	05 05 G	0\$ 0\$ \$	\$95 \$216 \$311	\$23	9,827 2,375
	Child Care for Darant Arodamiae	5	c		6		¢15 00	1 1	£110	•	}	6110	23	\$	00	08	3 5	\$	5	<u></u>	\$130
0000	Child Care for Parent Workshops	1	2		<u>-</u>		\$15.90	<u>;</u> 0	\$0	ş	ę	\$0	\$0	\$ 8	\$ \$\$ \$	\$0 \$	\$ \$ \$	\$0\$	- S 2	¢,	\$0
0067	Saturday Instructore	6	c	d La	te		\$100.00		61 ¢	D¢	0¢	6 U#	1 0 U	76 5	8 G	0\$	R 8	0.00	- S	D¢	061%
1100/3010		5	2	5	ŝ		\$100.00	12	\$7,200	Q\$	Ş	\$7,200	\$446 \$446	\$104	\$551 \$551	\$0	889	\$0	\$76 \$76	5	7,826
	Substitute Teachers (12 sick/2 floaten/1 misc)	7.25		-	Daily rate		\$200	i 0	0\$	•	\$	0\$	\$0	\$	\$	\$0	\$0	\$0	\$0	> >	\$0
1130	(no subs for Principal/Ed Specialist)						\$200	15 15	\$21,750 \$21,750	\$0	\$0	\$21,750 \$21,750	\$1,349 \$1,349	\$315 \$315	\$1,664 \$1,664	\$0	\$0	\$0	\$228 \$228	\$0 \$20	3,642
	Subtotal Site Salaries for Fortune Middle Schoo	-							\$928,801	\$1,957	\$4,284	\$935,042	\$57,973	\$13,558	\$71,531		\$163,746	\$5,165	59,818	\$0 \$1,185	5,301
	Early College High School Regional Director of Schools	1.00	Odisa Nyong Doc #366		7/1/2017	100%	\$10,927 \$10,927	4α	\$43,709 \$87.418			\$43,709 \$87.418	\$2,710 \$5,420	\$634 \$1.768	\$3, 344 \$6 687	\$1,442 \$1 500	\$7,212 \$10.500	\$1,748 \$3.407	\$459 \$018	\$56	6,472
2300			0004 00-				10,01	12	\$131,127	\$0	\$0	\$131,127	\$8,130	\$1,901	\$10,031	000'14	\$17,712	\$5,245	51,377	\$0 \$165	5,492
	Middle School Asst Principal - Zero Year	0.00	Moves to the middle so	chool		%0	80 \$	8	\$0 \$0			\$0 \$0	\$0 \$0	\$0 \$	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$	\$0		\$0 \$0
1300/4610								12	\$0	0\$	0\$	0\$	\$0	0\$	0\$		\$0	\$0	\$0	\$0	\$0
	Counselor and Activities Director	1.00	Akele Newton Pos #271		9/4/2018	100%	\$5,893 \$5,893	4 8	\$23,572 \$47,144			\$23,572 \$47,144	\$1,461 \$2,923	\$342 \$684	\$1,803 \$3,606	\$1,432 \$1,489	\$7,158 \$10,423	\$943 \$1,886	\$248 \$495	\$33	(3,724 (3,554
1200								12	\$70,716	\$0	\$0	\$70,716	\$4,384	\$1,025	\$5,410		\$17,581	\$2,829	\$743	16\$ 0\$	17,278
	Counselor	1.00	Vacant New position for grow	ŧ	7/1/2022	%0	\$5,150 \$5,150	8	\$20,600 \$41,200			\$20,600 \$41,200	\$1,277 \$2,554	\$299 \$597	\$1,576 \$3,152	\$728 \$757	\$3,640 \$5,300	\$0 \$0	\$216 \$433	\$26 \$5(6,032
1200								12	\$61,800	\$0	\$0	\$61,800	\$3,832	\$896	\$4,728		\$8,940	\$0	\$649	\$0 \$76	6,116
	Office Manager	8.00 1.00	Kristy Nong Pos #255	-	0/1/2018	100%	\$24.12 \$24.12	89 173	\$17,171 \$33,377			\$17,171 \$33,377	\$1,065 \$2,069	\$249 \$484	\$1,314 \$2,553	\$1,612 \$1,677	\$8,062 \$11,738	\$687 \$1,335	\$180 \$350	\$27 \$49	7,413 9,354
2400								262	\$50,548	\$0	\$0	\$50,548	\$3,134	\$733	\$3,867		\$19,799	\$2,022	\$531	\$0 \$76	6,767
2400	School Secretary (split funded)	8.00 1.00	Lee, Chevelle Pos #370	7	/29/2015	100%	\$21.78 \$21.78	89 173 262	\$15,506 \$30,142 \$45,648	99	CS	\$15,506 \$30,142 \$45,648	\$961 \$1,869 \$2,830	\$225 \$437 \$662	\$1,186 \$2,306 \$3.492	\$757 \$787	\$3,028 \$5,512 \$8.540	\$620 \$1,206 \$1.826	\$163 \$316 \$479	\$20 \$30 \$55	0,504 9,481
	Parent Llaison (split funded)	6.00	Jemmott. Raphael	-	0/3/2019	%0	\$17.45	68	\$9.316	\$314		\$9,630	\$597	\$140	\$737	\$450	\$1,688	\$0	\$101		2.156
2900		0.75 66.67%	Pos #337				\$17.45	173 262	\$18,108 \$27,424	\$314	\$0	\$18,108 \$27,738	\$1,123 \$1,720	\$263 \$402	\$1,385 \$2,122	\$468	\$2,458 \$4,147	\$0	\$190 \$291	\$0 \$34	2,142
	Food Services Coordinator	6.00	Regina Drumgoole	80	/21/2017	%0	\$17.91	60	\$6,448	\$430	9640	\$6,878	\$426	\$100	\$526	\$73	\$183	\$0	\$72	69	7,659
2200/5310		06.0	LOS #200				16.110	203	\$21,815	\$430	\$540	\$22,785	\$1,413	\$330	\$1,743	010	\$450	\$0	\$239	\$0 \$25	5,218
	Supper Coordinator	00.0	Vacant- no supper at H	s		%0	\$0.00 \$0.00	0 0	0\$ 0\$			\$0 \$	0\$	0\$ 0	0\$	0\$	0\$	\$0	0\$		\$0
2200/5320								0	\$0 \$	\$0	\$0	\$0	\$0	\$	8	2	\$0	\$0	80	\$0	\$0
	Custodian - Day	8.00	Corona, Stephanie Pos #257	7	/22/2019	%0	\$17.91	88 174	\$12,606 \$24.926		\$3 120	\$12,606 \$28,046	\$782 \$1 739	\$183 \$407	\$964 \$2 146	\$399 \$415	\$1,993 \$2 902	\$0	\$132 \$204	\$15	5,697 3.3.89
2200/0000								262	\$37,533	\$0	\$3,120	\$40,653	\$2,520	\$589	\$3,110		\$4,896	\$0	\$427	\$0 \$49	9,085
	Custodian - Night	8.00 1.00	Vacant Pos #258		8/1/2021	%0	\$15.00 \$15.00	88 174	\$10,560 \$20,880			\$10,560 \$20,880	\$655 \$1,295	\$153 \$303	\$808 \$1,597	\$757 \$787	\$3,028 \$5,512	\$0 \$0	\$111 \$219	\$1 ⁴ \$28	4,507 8,208
2200/0000								262	\$31,440	\$0	\$0	\$31,440	\$1,949	\$456	\$2,405		\$8,540	\$0	\$330	\$0 \$42	2,716
	Instructional Aide - Special Ed (supports MVS & CB 12th grade)	7.15 0.00	Antoinique Robinson Pos# 293		8/3/2018	%0	\$17.91 \$17.91	59 142	\$7,554 \$18,181		\$644	\$7,554 \$18,824	\$468 \$1,167	\$110 \$273	\$578 \$1,440	\$0 \$0	\$0 \$0	\$0 \$0	\$79 \$198	\$8 \$2(8,211

Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024			Increase	3:00%	of Year	Gross) continue	ŭ		the factor		¢ L	The second s	Later H	4.00% So C 4.00% No C	ज ज	Pub 4%	Schi High V/C W	er Ed /C	1
2100/6500		FTE 0.50		Date	403b	Cost Hot	urs Paid 201	Salary Other \$25,735	Adjustmer Si \$0	ick Days	Total Comp \$26,378	0.062 \$1,635	0.0145 \$382	Taxes Mo \$2,018	Premium Annu	al Cost N	Aatch 0. \$0	\$277 0.0	*0 80 *0 *0	osts \$28,673
Instructional Aide - Special Ec	q	7.10	Castillo, Veronica	2/1/2021	%0	\$16.39	28	\$6,866			\$6,866	\$426	\$100	\$525	\$0	\$0	\$0	\$72		\$7,464
(supports 9th grade) 2100/6500		0.00	Pos# 409			\$16.39	142 201	\$16,525 \$23,391	\$0	\$639 \$639	\$17,164 \$24,030	\$1,064 \$1,490	\$249 \$348	\$1,313 \$1,838	\$0	\$0 \$0	\$0	\$180 \$252	\$0	\$18,658 \$26,121
Instructional Aide - Mental He (supporting 9th Grade - multi, 2100/6512	ealth iple students)	7.70 0.00 0.50	Smith, Tiffani Pos# 405	8/1/2018	%0	\$19.38 \$19.38	59 142 201	\$8,805 \$21,191 \$29,996	\$465 \$465	\$693 \$693	\$9,270 \$21,884 \$31,155	\$575 \$1,357 \$1,932	\$134 \$317 \$452	\$709 \$1,674 \$2,383	\$0 \$0	୫ ୫ ୫	\$0 \$0	\$97 \$230 \$327	\$0	\$10,077 23,788 \$33,865
Instructional Aide - Behavior (supporting C Williams-10th (2100/6512	Grade)	7.80 0.00 0.50	Mosqueda, Ophelia Pos# 151	8/19/2015	%0	\$19.96 \$19.96	59 142 201	\$9,188 \$22,113 \$31,300	\$479 \$479	\$702 \$702	\$9,667 \$22,815 \$32,482	\$599 \$1,415 \$2,014	\$140 \$331 \$471	\$740 \$1,745 \$2,485	\$592 \$616	\$1,481 \$2,156 \$3,637	\$0 \$0	\$102 \$240 \$341	\$0	\$11,989 26,956 \$38,944
Instructional Aide - Mental He (supports JM - 11th grade) 2100/6512	ealth	8.00 0.50 0.50	East-Robinson, Michaela Pos# 282	2/27/2018	%0	\$17.91 \$17.91	59 142 201	\$8,454 \$20,347 \$28,801	\$430 \$430	\$720 \$720	\$8,884 \$21,067 \$29,950	\$551 \$1,306 \$1,857	\$129 \$305 \$434	\$680 \$1,612 \$2,291	\$73 \$76	\$183 \$267 \$450	\$0 \$0	\$93 \$221 \$314	0\$	\$9,840 \$23,166 \$33,006
AVID Tutor (4.5 hours per day/2x per we- 2100/4610	ek)	4.50 0.00	Vacant Pos# 325		%0	\$16.39 \$16.39	22 56 78	\$1,623 \$4,131 \$5,753	\$393 \$393	\$360	\$2,016 \$4,491 \$6,507	\$125 \$278 \$403	\$29 \$65 \$94	\$154 \$344 \$498	\$0 8	\$ 0 \$ 0	\$0 \$0	\$21 \$47 \$68	\$0	\$2,191 \$4,881 \$7,073
AVID Tutor (2.8 hours per day/5x per we- 2100/4610	ek)	0.25	Zamorano, Frank in 20-21 Pos# 326	8/1/2020	%0	\$5,303 \$5,303	3 11	\$3,978 \$10,607 \$14,584	ŝ	\$0	\$3,978 \$10,607 \$14,584	\$247 \$658 \$904	\$58 \$154 \$211	\$304 \$811 \$1,116	\$782 \$813	\$978 \$1,424 \$2,401	\$0 \$0	\$42 \$111 \$153	\$0	\$5,301 \$12,953 \$18,254
AVID Tutor (4.5 hours per day/2x per we 2100/4610	ek)	4.50 0.00	King, Alexa Pos# 327	8/15/2020	%0	\$16.39 \$16.39	22 56 78	\$1,623 \$4,131 \$5,753	\$393 \$393	\$360	\$2,016 \$4,491 \$6,507	\$125 \$278 \$403	\$29 \$65 \$94	\$154 \$344 \$498	\$73 \$76	\$0 \$0	\$0 \$0	\$21 \$47 \$68	\$0	\$2,191 \$4,881 \$7,073
Behavior Technician 2900		8.00	Palumbo, Christopher Pos #302	8/3/2020	%0	\$16.39 \$16.39	56 139 195	\$7,343 \$18,227 \$25,570	\$393 \$393	\$360 \$360	\$7,737 \$18,587 \$26,323	\$480 \$1,152 \$1,632	\$112 \$270 \$382	\$592 \$1,422 \$2,014	\$757 \$787	\$0 \$0	\$0 \$0	\$81 \$195 \$276	\$0	\$8,410 <u>\$20,204</u> \$28,613
Behavior Technician 2900		8.00	Cleveland Williams Pos #300	10/9/2017	%0	\$19.00 \$19.00	59 142 201	\$8,986 \$21,695 \$30,681	\$456 \$456	\$720 \$720	\$9,442 \$22,415 \$31,857	\$585 \$1,390 \$1,975	\$137 \$325 \$462	\$722 \$1,715 \$2,437	\$73 \$76	\$183 \$267 \$450	\$0 \$0	\$99 \$235 \$334	0\$	\$10,446 \$24,632 \$35,079
1 High School Teacher - ELA 9th/12th Grade 1100		1.00	Shywand Royal Pos #260	8/1/2018	%0	\$7,001 \$7,001	3 8 11	\$21,002 \$56,006 \$77,009	\$	\$0	\$21,002 \$56,006 \$77,009	\$1,302 \$3,472 \$4,775	\$305 \$812 \$1,117	\$1,607 \$4,284 \$5,891	\$484 \$504	\$2,422 \$3,527 \$5,949	\$0 \$0	\$221 \$588 \$809	0 0 8	\$25,252 \$64,406 \$89,657
2 High School Teacher - ELA 1100		1.00	Webb-Magee, Lena Rose Pos #371	8/1/2020	%0	\$5,463 \$5,463	8 11	\$16,388 \$43,700 \$60,088	\$	\$0	\$16,388 \$43,700 \$60,088	\$1,016 \$2,709 \$3,725	\$238 \$634 \$871	\$1,254 \$3,343 \$4,597	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$172 \$459 \$631	\$	\$21,724 \$53,197 \$74,921
3 High School Teacher - Scien 1100	e	1.00	Vacant New position for growth	8/1/2021	%0	\$5,233 \$5,233	8 11	\$15,700 \$41,866 \$57,566	\$	\$0	\$15,700 \$41,866 \$57,566	\$973 \$2,596 \$3,569	\$228 \$607 \$835	\$1,201 \$3,203 \$4,404	\$757 \$787	\$2,271 \$5,512 \$7,783	\$0 \$0	\$165 \$440 \$604	0	\$19,337 \$51,020 \$70,357
4 High School Teacher - Uppe Algebra & Geometry 1100/1400	r Math	1.00	Miller, Kitt Pos #261	11/18/2019	%0	\$5,801 \$5,801	8 1	\$17,404 \$46,412 \$63,816	\$0	\$0	\$17,404 \$46,412 \$63,816	\$1,079 \$2,878 \$3,957	\$252 \$673 \$925	\$1,331 \$3,551 \$4,882	\$524 \$545	\$2,620 \$3,814 \$6,434	\$0 \$0	\$183 \$487 \$670	0\$	\$21,538 \$54,264 \$75,802
5 High School Teacher - Scien <i>9th'12th</i> Grade 1100	ce	1.00	Naomi Elliott Pos #262	10/1/2018	%0	\$5,920 \$5,920	8 1	\$17,760 \$47,359 \$65,119	\$0	\$0	\$17,760 \$47,359 \$65,119	\$1,101 \$2,936 \$4,037	\$258 \$687 \$944	\$1,359 \$3,623 \$4,982	\$940 \$978	\$4,702 \$6,846 \$11,548	\$0 \$0	\$186 \$497 \$684	0\$	\$24,007 \$58,325 \$82,332
6 High School Teacher - Spani 1100/1400	łs	1.00	Moreno (Turnbull), Moraima Pos #320	8/1/2020	%0	\$5,303 \$5,303	8 1	\$15,910 \$42,427 \$58,337	\$	\$0	\$15,910 \$42,427 \$58,337	\$986 \$2,630 \$3,617	\$231 \$615 \$846	\$1,217 \$3,246 \$4,463	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$167 \$445 \$613	0\$	\$21,205 \$51,813 \$73,018
7 High School Teacher - Spani	łs	1.00	Vacant Increase FTE to 1.00	8/1/2021	%0	0\$	8 1	ତ ତ	08	08	888	\$0 \$0	0% 0%	0\$ 80	\$0 \$	\$0 \$0	\$0 \$0	0\$ 0\$ 98	0\$	ତ୍ତ ତ <u>୍</u> ଥ ତ
8 High School Teacher - Lowei <i>Pre-Algebra and Math AVID</i> 1100	r Math	1.00	Julia Gladding Pos #341	8/1/2019	75%	\$0	∞ ∞	\$ \$	S S	\$0	\$ \$	\$0	\$ 0\$	\$0 \$0	\$0	\$0 \$0	\$0	\$0	\$	\$0 \$0
9 High School Teacher - Socia 11 00/1400	I Science	1.00	Thomas, Steven Pos #342	8/1/2019	%0	\$5,345 \$5,345	8 11	\$16,035 \$42,761 \$58,796	\$	\$0	\$16,035 \$42,761 \$58,796	\$994 \$2,651 \$3,645	\$233 \$620 \$853	\$1,227 \$3,271 \$4,498	\$782 \$813	\$3,911 \$5,694 \$9,605	\$0 \$0	\$168 \$449 \$617	0\$	\$21,341 \$52,175 \$73,517

ιĔΟ	ortune School of Education																				
ר מ	alary provees uly 1, 2023 - June 30, 2024		Incre	ase 3.00%	% of Y	ar Gro	ss		C		-		Č			4.00% So (4.00% No (Cal Cal	Pub 4%	Schi Highe	P C Ed	1
σļ	osition	FTE		Date	Eligible 403t	CO	st Hours	Paid 9	Salary Other A	djustmer S	ick Days	Total Comp	0.062	0.0145	Taxes Mo	Medical Premium Anni	ual Cost	Auso u. Match 0.	0105 0.00	88 88 08	osts
10 H	ligh School Teacher - Social Science	0.50	Vacant New nosition for growth	8/1/2	022	0% \$5 &F	,081	с «	\$7,621 \$20.324			\$7,621 \$20,324	\$473	\$111 \$205	\$583 \$1 555	\$728 \$757	\$1,820 \$2.650	0\$	\$80 \$213	69 6 6	510,105
1100						3	1001	1	\$27,945	\$0	\$0	\$27,945	\$1,733	\$405	\$2,138	0.0	\$4,470	\$0	\$293	\$ 0\$	34,847
1 1 H	ligh School Teacher - PE	8.00 1,00	Chan, Alexandra Pos #343	8/17/2	019	83 %0	4.32	65 148	\$17,848 \$40.638			\$17,848 \$40.638	\$1,107 \$2,520	\$259 \$589	\$1,365 \$3.109	\$757 \$787	\$30,285 \$44.095	S S	\$187 \$427	ው ው	49,685 88.268
1100						\$		213	\$58,486	\$0	\$0	\$58,486	\$3,626	\$848	\$4,474		\$74,379	\$0	\$614	\$0 \$1	37,953
12 H	ligh School Teacher - PE	4.00 1.00	Vacant New position for growth	8/1/2	022	53 %0	2.80	65 148	\$8,527 \$19,415			\$8,527 \$19.415	\$529 \$1.204	\$124 \$282	\$652 \$1.485	\$0 \$0	80 80	\$0 \$0	\$90 \$204		\$9,269 \$21.104
1100		3				2	8	213	\$27,942	\$0	\$0	\$27,942	\$1,732	\$405	\$2,138		\$	\$0	\$293	\$ 0\$	30,372
13 H	łigh School Teacher - AVID	1.00	Vacant New position for growth	8/1/2	022	0% \$5 \$5	,081	с е	\$15,243 \$40.648			\$15,243 \$40.648	\$945 \$2.520	\$221 \$589	\$1,166 \$3.110	\$728 \$757	\$3,640 \$5.300	8	\$160 \$427	69 69	20,209 49.484
1100						•		÷	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276		\$8,940	80	\$587	\$ 0\$	69,693
13 H	łigh School Teacher - AVID	1.00	Vacant New nonition for growth	8/1/2	023	%0 %0	,933	с a	\$14,799 \$30 464			\$14,799 \$30 A6A	\$918	\$215 \$572	\$1,132 \$3.010	\$700	\$2,100 \$5,006	\$ \$	\$155 \$114	69 6	518,187 517 993
1100						ς.	000	11 °	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151	0710	\$7,196	\$	\$570	\$ 0\$	866,180
ш	ducation Specialist	1.00	Jordan, Jaylan Pos #264	8/23/2	017	0% \$5 \$5	303	ε	\$15,910 \$42 427			\$15,910 \$42,427	\$986	\$231 \$615	\$1,217 \$3 246	\$782 \$813	\$3,911 \$5,604	0\$	\$167 \$445	69 69	21,205 51,813
1100/6500						>	200	7	\$58,337	\$0	\$0	\$58,337	\$3,617	\$846	\$4,463	2	\$9,605	8	\$613	\$ \$0	573,018
e.	erforming Arts Teacher (Title I)	4.00	Edwards, Detrick	9/26/2	019	%0	\$35 \$35	65 148	\$8,992 \$20 474			\$8,992 \$20.474	\$558 \$1 269	\$130	\$688 \$1 566	\$0	0\$	0\$ 0	\$94 \$215		\$9,774 222.255
1100/3010			0 3450				000	213	\$29,466	\$0	\$0	\$29,466	\$1,827	\$427	\$2,254	b	8	\$0	\$309	\$ 0\$	32,030
00	hild Care for Parent Academies hild Care for Parent Workshops	1.00			1.0	\$1 81 81	5.90 5.90	7.5 0	\$119 \$0			\$119 \$0	\$7 \$0	80 82 80	8 8 8	\$0 \$0	0\$ \$	0\$ 80	\$1 \$0		\$130 \$0
2900									\$119	\$0	\$0	\$119	\$7	\$2	6\$		\$0	\$0	\$1	\$0	\$130
2	Ausic Director	1.00				%0	80	4 8	80 80			\$0 \$0	\$0 \$0	88	8 8	\$0 \$0	0\$ \$0	\$0 \$0	0\$ \$		0\$ 0\$
2300/9001								12	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
-	nstructional Aide - RTI (Title I) (.69 FTE)	0.00	Vacant			0% 1!	5.00	52 144	\$0 \$			\$0 \$0	\$0 \$0	80 S	°8 8	\$757 \$787	\$0 \$	\$0 \$0	°0 %		\$ \$
2100/3010		0.00						196	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
SE	substitute Teachers (12 sick/2 floaten/1 misc) to subs for Principal/Ed Specialist)	12.00		Daily	rate		\$200 \$200	0 15	\$0 \$36,000			\$0 \$36,000	\$0 \$2,232	\$0 \$522	\$0 \$2,754	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$378	\$	\$0 39,132
1130								15	\$36,000	\$0	0\$	\$36,000	\$2,232	\$522	\$2,754		0\$	\$0	\$378	\$ 0\$	39,132
	Subtotal Site Salaries for Early College High Scl	hool							\$1,488,797	\$3,754	\$8,858	\$1,501,409	\$93,087	\$21,770	\$114,858		\$262,664	\$11,922 \$	15,765	\$0 \$1,9	06,617
μū	eccy Porter College Prep rincipal	1.00	Osborne (Hamakawa), Co	yn 9/21/2	015 1	9\$ %00	,556 	4 0	\$26,225			\$26,225 seo 464	\$1,626	\$380	\$2,006	\$1,544	\$7,718	\$1,049	\$275	69 E	37,274
1300			0004			2	000	12	\$78,676	\$0	\$0	\$78,676	\$4,878	\$1,141	\$6,019	000'1 &	\$18,955	\$3,147	\$826	\$0 \$1	07,624
٩	sistant Principal	0.00	End Position Pos #368			98 %0	, 556 . 556	48	\$0 \$0			\$0 \$0	0\$ \$0	8 8	88	\$1,544 \$1.605	0\$ 80	0\$ \$0	08 08		\$ \$
1300								12	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	ŝ
Ĺ	ead Teacher K-2 Stipend	1.00	Vacant			\$1 5	,650 650	0 0	\$1,650 \$0			\$1,650 \$0	\$102 \$0	\$24 \$0	\$126 \$0	\$0	0\$	\$0	\$17		\$1,794
1300						•	200	0	\$1,650	\$0	\$0	\$1,650	\$102	\$24	\$126		\$	\$0	\$17	\$0	\$1,794
Ĺ	ead Teacher 3-5 Stipend	0.00	Vacant - do not fill			5 15	,650 650	0 0	\$0			\$0	0\$	S\$ 5	0\$	\$0	0\$	\$0	\$0		\$
1300						•	000	0	80\$	\$0	\$0	\$0	\$0 \$	\$	8	0	°\$	\$0 \$	8	\$0	8
Ĺ	ead Science Teacher Stipend	0.00	Vacant			12 13	,650 650	0 0	0\$			\$0	0\$	05	0\$	\$0	0\$	\$0	\$0		\$0
1300						•	200	0	\$	\$0	\$0	\$0	\$0	\$	\$	2	\$	\$0	\$	\$0	\$
S	aturday School Coordinator	0.00	Possible Future Position				\$27 \$27	4 ¢	0\$			\$0 \$	0\$	0\$ 9	0\$	\$0 \$	0\$	0\$	0\$		\$ 9
1300/3010								12	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$

Fortu Salaı July '	une School of Education ny Budgets 1, 2023 - June 30, 2024		2	3 C	70 70	of Vear	2000									4.00% So C	Cal	Pub v	Schi Highe	er Ed	
Posit	tion	FTE	⊆	Crease D ⊢ ∵	lire Eli.	or rear gible for M 403b	Joss Ionthly N Cost Ho	tonths/ urs Paid	Sy Salary Other	mposium r Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes Mo.	4.00% Not Medical . Premium Annu	ual Cost h	4% v 403b 0.0 Match 0.0	0105 0.00	0 10 088 088 088 0	otal
Offic	e Manager	8.00	Stewart, Tephaney	10/2	26/2020	%0	\$22.74	68	\$16,191			\$16,191	\$1,004	\$235	\$1,239	\$782	\$3,911	\$0	\$170	6	21,510
2400		1.00	Pos #379				\$22.74	173 262	\$31,472 \$47,662	\$0	\$0	\$31,472 \$47,662	\$1,951 \$2,955	\$456 \$691	\$2,408 \$3,646	\$813	\$5,694 \$9,605	\$0 \$	\$330 \$500	\$ \$ \$	39,904 61,414
Scho	ool Secretary	8.00	Vacant	1	/1/2021	%0	\$19.10	89	\$13,596			\$13,596	\$843	\$197	\$1,040	\$757	\$3,028	\$0	\$143	69 6	17,808
2400		00°L	New position for grown	5			01.61\$	262	\$40,026	\$0	0\$	\$40,026	\$1,039	\$580	\$3,062	\$181	\$8,540	\$0	\$420	\$ 0\$	52,048
Pare	ant Liaison (.625 FTE)	5.00	Iniguez, Isabel Doc #380	7	/1/2020	%0	\$16.39 \$16.39	89	\$7,294 \$14.178	\$148		\$7,441 \$14 178	\$461 \$870	\$108 \$206	\$569 \$1.085	\$0	8°	\$0	\$78 \$140	er e	\$8,089 15.412
2900		2					2000	262	\$21,472	\$148	\$0	\$21,620	\$1,340	\$313	\$1,654	\$	\$0	\$0	\$227	\$ \$0	23,501
Food	d Services Coordinator(.87 FTE)	6.00	Ryan, Crystal Pos #381	ø	/1/2020	%0	\$16.39 \$16.39	60 143	\$5,901 \$14,063	\$393	\$540	\$6,294 \$14,603	\$390 \$905	\$91 \$212	\$481 \$1,117	\$782 \$813	\$1,955 \$2,847	\$0 \$0	\$66 \$153	о, ₍)	\$8,797 18,721
2200/5310								203	\$19,964	\$393	\$540	\$20,898	\$1,296	\$303	\$1,599		\$4,803	\$0	\$219	\$0	27,518
Supp	oer Coordinator	2.00	Ryan, Crystal Pos #382	8	V1/2020	%0	\$16.39 \$16.39	47 102	\$1,541 \$3,344		\$180	\$1,541 \$3,524	\$96 \$218	\$22 \$51	\$118 \$270	\$0 \$	8 8	\$0 \$	\$16 \$37		\$1,675 \$3,830
2200/5320								149	\$4,884	\$0	\$180	\$5,064	\$314	\$73	\$387		\$0	\$0	\$53	\$0	\$5,505
Cust	todian - Day	8.00 1.00	Corona, Dionisio Pos #383	8	11/2020	%0	\$16.88 \$16.88	89 173	\$12,020 \$23,366		\$3,120	\$12,020 \$26,486	\$745 \$1,642	\$174 \$384	\$920 \$2,026	\$782 \$813	\$3,911 \$5,694	\$0 \$	\$126 \$278	69 69	16,977 34,484
2200/0000								262	\$35,386	\$0	\$3,120	\$38,506	\$2,387	\$558	\$2,946		\$9,605	\$0	\$404	\$0\$	51,461
Cust	todian - Night	8.00	Harris, Tim Pos #384	-12	16/2020	%0	\$16.88 \$16.88	89 173	\$12,020 \$23.366		\$3 120	\$12,020 \$26.486	\$745 \$1.642	\$174 \$384	\$920 \$2.026	\$782 \$813	\$3,911 \$5,694	\$0 \$0	\$126 \$278	69 61	16,977 34,484
2200/0000								262	\$35,386	\$0	\$3,120	\$38,506	\$2,387	\$558	\$2,946		\$9,605	\$0	\$404	\$0	51,461
Cust	todian - Bridge	4.00 0.00	Vacant New position for growt	- 1	/1/2021	%0	\$15.91 \$15.91	89 173	8 8		\$1.560	\$0 \$1.560	297 \$97	\$0 \$23	\$0 \$119	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$16		\$0 \$1.696
2200/0000								262	\$0	\$0	\$1,560	\$1,560	\$97	\$23	\$119	•	\$0	\$0	\$16	\$0	\$1,696
Instru	uctional Aide - Mental Health	00.0				%0	\$0.00	53 155	0\$	\$0		\$0 \$	\$0 \$	0\$ 0\$	\$0 \$	\$0	\$0	\$0	0\$ 0		\$0\$
2100/6512		0.50					0.00	208	\$	\$0	\$0	\$0	\$0	\$	\$0	>	\$0	\$0	\$	\$0	\$
Instru	uctional Aide - Special Ed	00.0				%0	\$16.39 \$16.39	53 155	8 8		08	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	°80		\$0 \$0
2100/6500		0.50						208	\$0	\$0	\$0	\$0	\$0	\$0	\$0	•	\$0	\$0	\$0	\$0	\$0
Reac	ding Aide	4.00	Grace, LaShaun Pos #385	12	17/2021	%0	\$16.39 \$16.39	56 139	\$3,672 \$9,113	\$393	\$360	\$4,065 \$9.473	\$252 \$587	\$59 \$137	\$311 \$725	\$0 \$0	\$0 \$0	\$0 \$0	\$43 \$99	5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	\$4,419 10.298
2100/0000								195	\$12,785	\$393	\$360	\$13,538	\$839	\$196	\$1,036	•	\$0	\$0	\$142	\$ 0\$	14,716
Reac	ding Aide	4.00 0.00	Vacant New position for growt	8 8	V1/2022	%0	\$16.39 \$16.39	56 139	\$3,672 \$9,113	\$393	\$360	\$4,065 \$9,473	\$252 \$587	\$59 \$137	\$311 \$725	\$0 \$	\$0 \$0	\$0 \$	\$43 \$99	, ts	\$4,419 10.298
2100/0000								195	\$12,785	\$393	\$360	\$13,538	\$839	\$196	\$1,036		\$0	\$0	\$142	\$ 0\$	14,716
Reac	ding Aide	4.00 0.00	Gordy, Gerald Pos #386	8	/1/2020	%0	\$16.39 \$16.39	56 139	\$3,672 \$9,113	\$393	\$360	\$4,065 \$9,473	\$252 \$587	\$59 \$137	\$311 \$725	\$0 \$	\$0 \$0	\$0 \$	\$43 \$99	s, 18	\$4,419 10.298
2100/0000								195	\$12,785	\$393	\$360	\$13,538	\$839	\$196	\$1,036		\$0	\$0	\$142	\$ 0\$	14,716
Yogé	a Instructor	0.00	Vacant - Built into PE	8	/1/2020	%0	\$34.97 \$34.97	57 130	8 8		\$0	05 80	\$0 \$0	0\$ 0\$	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$	\$0 \$		\$0
2100/0000								187	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Yog⊧	a Lead Teacher	0.20	Goss Pos #347	8/2	21/2019	%0	\$42.44 \$42.44	11	\$93 \$212	\$204 \$255	\$212	\$297 \$679	\$18 \$42	\$\$ 10	\$23 \$52	\$0 \$	\$0 \$0	\$0 \$0	\$3		\$323
2100/0000								36	\$306	\$458	\$212	\$976	\$61	\$14	\$75	9	\$0	\$0	\$10	\$0	\$1,061
Beh	avior Technician - (5.5 hr/day) (.69 FTE)	5.50	Vacant New position for growt	8	/1/2021	%0	\$15.91 \$15.91	11 25	\$963 \$2,188	\$2,101 \$2,626		\$3,063 \$4,814	\$190 \$298	\$44 \$70	\$234 \$368	\$0 \$	\$0 \$0	\$0 \$	\$32 \$51		\$3, 330 \$5, 233
2900								36	\$3,151	\$4,726	\$0	\$7,877	\$488	\$114	\$603		\$0	\$0	\$83	\$0	\$8,562
Beh	avior Technician - (5.5 hr/day) (.69 FTE)	5.50	Vacant New position for growt	8	/1/2022	%0	\$16.39 \$16.39	11 25	\$992 \$2.254	\$2,164 \$2.704		\$3,155 \$4,958	\$196 \$307	\$46 \$72	\$241 \$379	\$782 \$813	\$0 \$0	\$0 \$0	\$33 \$52		\$3,430 \$5,390
2900								36	\$3,245	\$4,868	\$0	\$8,113	\$503	\$118	\$621	- - -	\$0	\$0	\$85	0\$	\$8,819
Beh	avior Technician - (7.5 hr day) (.94 FTE)	7.50 0.50	Mock, Tracy Pos #387	ω	/1/2020	%0	\$16.39 \$16.39	57 130	\$7,007 \$15,981	\$393	\$675	\$7,400 \$16,656	\$459 \$1,033	\$107 \$242	\$566 \$1,274	\$782 \$813	\$0 \$0	\$0 \$0	\$78 \$175	\$1	\$8,044 18,105

Fortune School of Education Salary Budgets July 1, 2023 - June 30, 2024		Increase	3.00%	% of Year	Gross									4.00% So C 4.00% No C	al	4% Put	Schl High N/C W	her Ed	
Position	FTE		Hire Date	Eligible for 403b	Monthly Cost	Months/ Hours Paid	Sym Salary Other A	Adjustmer S	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes Mc	Medical . Premium Annui	al Cost	403b 0. Match 0.	0105 0.0	880	Fotal Costs
2900						187	\$22,988	\$393	\$675	\$24,057	\$1,492	\$349	\$1,840		\$0	\$0	\$253	\$0	\$26,150
1 Transitional Kindergarten	1.00	Alvarado, Amber Pos #388	8/1/2020	%0	\$5,303 \$5,303	ς α	\$15,910 \$42.427			\$15,910 \$42,427	\$986	\$231 \$615	\$1,217 \$3 246	\$782 \$813	\$3,911 \$5,604	0\$	\$167 \$445		\$21,205 \$51,813
1100/1400						÷ ±	\$58,337	\$0	\$0	\$58,337	\$3,617	\$846	\$4,463		\$9,605	\$0	\$613	\$0	\$73,018
2 Kindergarten	1.00	Marques, Samantha Pos #389	8/1/2018	%0	\$5,373 \$5,373	ς, α	\$16,119 \$42 984			\$16,119 \$42 984	\$999 \$7.665	\$234 \$623	\$1,233 \$3 288	\$405 \$422	\$2,027 \$2 951	\$0 \$	\$169 \$451	0.	\$19,548 \$49.675
1100/1400						5 5	\$59,103	\$0	0\$	\$59,103	\$3,664	\$857	\$4,521		\$4,978	\$0	\$621	\$0	\$69,224
3 Kindergarten	1.00	Kelleher, Claire Pos #300	8/1/2020	%0	\$5,345 \$5,345	<i>с</i> о «	\$16,035 \$42.761			\$16,035 \$42 761	\$994 \$2.651	\$233 \$620	\$1,227	\$782 \$813	\$3,911 \$5.604	0\$	\$168 \$449		\$21,341 \$52.175
1100		000-			200	7	\$58,796	\$0	\$0	\$58,796	\$3,645	\$853	\$4,498	2	\$9,605	\$0	\$617	\$0	\$73,517
4 1st Grade	1.00	Gannon, Jessica Doc #301	8/1/2020	%0	\$5,476 \$5,476	е С	\$16,429 \$43 812			\$16,429 \$43 813	\$1,019 \$2 716	\$238 635	\$1,257 \$3 352	\$782 \$813	\$3,911 \$5,604	\$0	\$173 \$460	U	\$21,770 \$53 317
1100					0	7	\$60,241	\$0	\$0	\$60,241	\$3,735	\$873	\$4,608	200	\$9,605	\$0	\$633	\$0\$	\$75,087
5 1st Grade	1.00	Nance, Danielle Dos #302	8/1/2020	%0	\$5,303 \$5,303	<i>с</i> р а	\$15,910 \$42.427			\$15,910	\$986 \$266	\$231 \$615	\$1,217 \$3 246	\$782 \$813	\$3,911 \$5,604	\$0	\$167 \$445		\$21,205 \$51,813
1100		4004			200 200	÷ 5	\$58,337	\$0	0\$	\$58,337	\$3,617	\$846	\$4,463		\$9,605	\$0	\$613	\$0	\$73,018
6 2nd Grade	1.00	Vacant Pos #3α3	8/1/2021	%0	\$5,390 \$5,390	е «	\$16,171 \$43 123			\$16,171 \$43 123	\$1,003 \$2.674	\$234 \$625	\$1,237 \$3 200	\$757 \$787	\$3,786 \$5.512	0\$	\$170 \$453		\$21,364 \$52.387
1100					200	÷ 5	\$59,295	\$0	0\$	\$59,295	\$3,676	\$860	\$4,536		\$9,297	\$0	\$623	\$0	\$73,751
7 K-5 Teacher	1.00	Vacant New position for growth	8/1/2021	%0	\$5,233 \$5,233	с е	\$15,700 \$41.867			\$15,700 \$41.867	\$973 \$2.596	\$228 \$607	\$1,201 \$3.203	\$757 \$787	\$3,786 \$5.512	\$0 \$0	\$165 \$440	0,	\$20,852 \$51.022
1100						1	\$57,568	\$0	\$0	\$57,568	\$3,569	\$835	\$4,404	2	\$9,297	\$0	\$604	\$0	\$71,873
8 K-5 Teacher	1.00	Vacant New position for growth	8/1/2021	%0	\$5,233 \$5,233	<i>ო</i> α	\$15,700 \$41,867			\$15,700 \$41.867	\$973 \$2.596	\$228 \$607	\$1,201 \$3.203	\$757 \$787	\$3,786 \$5.512	\$0 \$	\$165 \$440	0.	\$20,852 \$51.022
1100						11	\$57,568	\$0	\$0	\$57,568	\$3,569	\$835	\$4,404	•	\$9,297	\$0	\$604	\$0	\$71,873
9 K-5 Teacher	1.00	Vacant New position for growth	8/1/2021	%0	\$5,233 \$5,233	с 8 С	\$15,700 \$41,867			\$15,700 \$41,867	\$973 \$2,596	\$228 \$607	\$1,201 \$3,203	\$757 \$787	\$2,271 \$5,512	\$0 \$0	\$165 \$440	07	\$19,338 \$51,022
1100						11	\$57,568	\$0	\$0	\$57,568	\$3,569	\$835	\$4,404		\$7,783	\$0	\$604	\$0	\$70,359
10 K-5 Teacher	1.00	Vacant New position for growth	8/1/2022	%0	\$5,081 \$5.081	т e	\$15,243 \$40,648			\$15,243 \$40.648	\$945 \$2.520	\$221 \$589	\$1,166 \$3.110	\$728 \$757	\$3,640 \$5.300	\$0 \$0	\$160 \$427	0,	\$20,209 \$49.484
1100						11	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276		\$8,940	\$0	\$587	\$0	\$69,693
11 K-5 Teacher	1.00	Vacant New position for growth	8/1/2022	%0	\$5,081 \$5.081	<i>с</i> е	\$15,243 \$40,648			\$15,243 \$40.648	\$945 \$2.520	\$221 \$589	\$1,166 \$3.110	\$728 \$757	\$3,640 \$5.300	\$0 \$0	\$160 \$427	0,	\$20,209 \$49.484
1100						11	\$55,891	\$0	\$0	\$55,891	\$3,465	\$810	\$4,276	- - -	\$8,940	\$0	\$587	\$0	\$69,693
K-5 Teacher	1.00	Vacant New position for growth	8/1/2023	%0	\$4,933 \$4,933	<i>с</i> в	\$14,799 \$39,464			\$14,799 \$39,464	\$918 \$2.447	\$215 \$572	\$1,132 \$3.019	\$700 \$728	\$2,100 \$5.096	\$0 \$0	\$155 \$414		\$18,187 \$47.993
1100					1	11	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0	\$66,180
K-5 Teacher	1.00	Vacant New position for growth	8/1/2023	%0	\$4,933 \$4,933	 т 8	\$14,799 \$39,464			\$14,799 \$39,464	\$918 \$2,447	\$215 \$572	\$1,132 \$3,019	\$700 \$728	\$2,100 \$5,096	8 8	\$155 \$414	07	\$18,187 \$47,993
1100						11	\$54,263	0\$	0\$	\$54,263	\$3,364	\$787	\$4,151		\$7,196	\$0	\$570	\$0	\$66,180
K-5 Teacher	1.00	Vacant New position for growth	8/1/2023	%0	\$4,933 \$4 933	κα	\$14,799 \$39 464			\$14,799 \$39.464	\$918 \$2 447	\$215 \$572	\$1,132 \$3.019	\$700 \$728	\$2,100 \$5,096	0\$ 9	\$155 \$414	0.	\$18,187
1100					000 14	7	\$54,263	\$0	\$0	\$54,263	\$3,364	\$787	\$4,151	0414	\$7,196	8	\$570	\$0\$	\$66,180
14 PE Teacher	8.00	Prieto, Yeimi Pos #304	8/1/2020	%0	\$34.50	65 148	\$17,939 \$40.845			\$17,939 \$40.845	\$1,112 \$2.532	\$260 \$592	\$1,372 \$3 125	\$757 \$787	\$30,285 \$44 095	0\$	\$188 \$429		\$49,784 \$88.493
1100						213	\$58,784	\$0	\$0	\$58,784	\$3,645	\$852	\$4,497	2	\$74,379	80	\$617	\$ 0\$	138,277
Education Specialist	1.00	Bingham, Sharon Pos #396	8/1/2019	%0	\$5,706 \$5.706	<i>с</i> е	\$17,119 \$45.651			\$17,119 \$45.651	\$1,061 \$2.830	\$248 \$662	\$1,310 \$3.492	\$1,461 \$1.520	\$7,307 \$10.640	S 8	\$180 \$479	0,	\$25,916 \$60.263
1100/6500						11	\$62,771	\$	\$0	\$62,771	\$3,892	\$910	\$4,802	-	\$17,947	80	\$659	\$0	\$86,179
Performing Arts Teachers (Title I) ART	0.50	Garcia, Patti Pos #395	8/1/2020	%0	\$7,001 \$7,001	8 3	\$10,501 \$28,003			\$10,501 \$28,003	\$651 \$1,736	\$152 \$406	\$803 \$2,142	\$782 \$813	\$1,173 \$2,847	\$0 \$0	\$110 \$294		\$12,588 \$33,287
1100/3010						11	\$38,504	\$0	\$0	\$38,504	\$2,387	\$558	\$2,946		\$4,020	\$0	\$404	\$0	\$45,875
Parent Academy Presenters	7.	00			\$75.00	-	\$0			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		\$0

Forture School of Education Salary Budgets July 1, 2023 - June 30, 2024		Increase	3.00%	% of Year	Gross									4.00% So 4.00% No	o Cal	Pu 4%	b Schi Hig	her Ed	
Position	FTE		Hire Date	Eligible for 403b	Monthly Cost	Months/ Hours Paid	Salary (Symposium Other Adjustmer	Subs for Sick Days	Total Comp	FICA 0.062	Medi 0.0145	Total Taxes M	Medical b. Premium An	nual Cost	403b Match 0	0.0105 0.0	8800	otal
1900					\$75.00	0	\$0 \$0	\$0	\$0	\$0 \$	\$0	\$0	% %	\$0	\$0	\$0	\$ 0\$	\$0	\$0 \$
Child Care for Parent Academies Child Care for Parent Workshops	1.0	0	1.0		\$15.90 \$15.90	7.5 0	\$119 \$0			\$119 \$0	\$7 \$0	\$2 \$0	6\$	\$0 \$0	\$0 \$0	\$0 \$0	\$1 \$0		\$130 \$0
2900					I		\$119	\$0	\$0	\$119	\$7	\$2	\$6		\$0	\$0	\$1	\$0	\$130
Saturday Instructors 11 00/3010	2.0	8	Per Sat		\$100.00 \$100.00	8 8	\$0 \$1,600 \$1,600	\$	\$0	\$0 \$1,600 \$1,600	66\$ 0\$	\$0 \$23 \$23	\$0 \$122 \$122	\$0 \$	S S S	\$0 \$0	\$0 \$17 \$17	\$0	\$0 \$1,739 \$1,739
Substitute Teachers (12 sick/2 floater/1 misc) (no subs for Principal/Ed Specialist)	14.0	9	Daily rate		\$200 \$200	0	\$0 \$42.000			\$0 \$42.000	\$0 \$2,604	\$0 \$	\$0 \$3.213	80 80	\$0 \$0	\$0 \$0	\$0 \$441		\$0 \$45.654
1130						15	\$42,000	\$0	\$0	\$42,000	\$2,604	609\$	\$3,213	•	\$0	\$0	\$441	\$0	\$45,654
Subtotal Site Salaries for TPCP							\$1,358,313	\$12,167	\$10,487	\$1,380,968	\$85,620	\$20,024	\$105,644		\$276,003	\$3,147	\$14,500	\$0 \$1,	780,262
New Middle School Principal 1300/4610	1.00	Williams, Tamara New position for growth	7/29/2013	100%	\$8, 195 \$8, 195	4 8 1	\$32,782 \$65,564 \$98,345	\$0	0\$	\$32,782 \$65,564 \$98,345	\$2,032 \$4,065 \$6,097	\$475 \$951 \$1,426	\$2,508 \$5,016 \$7,523	\$951 \$989	\$4,757 \$6,926 \$11,683	\$1,311 \$2,623 \$3,934	\$344 \$688 \$1,033	\$0\$	\$41,702 \$80,816 122,518
Office Manager 2400	8.00	Vacant New position for growth	7/1/2023	%0	\$20.81 \$20.81	88 174 262	\$14,650 \$28,968 \$43,618	\$0	\$0	\$14,650 \$28,968 \$43,618	\$908 \$1,796 \$2,704	\$212 \$420 \$632	\$1,121 \$2,216 \$3,337	\$700 \$728	\$2,800 \$5,096 \$7,896	\$0 \$0	\$154 \$304 \$458	\$0	\$18,725 <u>\$36,584</u> \$55,309
School Secretary 2400	0.00	Vacant - Do not fill until 24-25		%0	\$15.00 \$15.00	88 174 262	808	\$0	\$0	\$0 \$0	\$0 \$0	888	\$ \$	\$0 \$0	0\$ 80	\$0 \$0 \$0	80 80	\$0	80 80
Parent Liaison 2900	4.00	Vacant New position for growth	7/1/2023	%0	\$15.00 \$15.00	88 174 262	\$5,280 \$10,440 \$15,720	\$0	\$0	\$5,280 \$10,440 \$15,720	\$327 \$647 \$975	\$77 \$151 \$228	\$404 \$799 \$1,203	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$55 \$110 \$165	\$0	\$5,739 \$11,348 \$17,088
Food Services Coordinator 2200/5310	6.00	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	53 155 208	\$4,770 \$13,950 \$18,720	\$0	\$540 \$540	\$4,770 \$14,490 \$19,260	\$296 \$898 \$1,194	\$69 \$210 \$279	\$365 \$1,108 \$1,473	\$700 \$728	\$1,050 \$2,548 \$3,598	\$0 \$0 \$0	\$50 \$152 \$202	\$0	\$6,235 \$18,299 \$24,534
Supper Coordinator 2200/5320	2.00	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	37 111 148	\$1,110 \$3,330 \$4,440	\$	\$180 \$180	\$1,110 \$3,510 \$4,620	\$69 \$218 \$286	\$16 \$51 \$67	\$85 \$269 \$353	0\$ \$	\$0 \$0 \$0	\$0 \$0 \$0	\$12 \$37 \$49	\$0	\$1,207 \$3,815 \$5,022
Instructional Aide - Mental Health 2100/6512	8.00 (<mark>3.50)</mark> 0.50	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	59 142 201	\$6,975 \$16,410 \$23,385	\$360	\$720 \$720	\$7,335 \$17,130 \$24,465	\$455 \$1,062 \$1,517	\$106 \$248 \$355	\$561 \$1,310 \$1,872	\$700 \$728	\$1,050 \$2,548 \$3,598	\$0 \$0 \$0	\$77 \$180 \$257	\$0	\$9,023 \$21,168 \$30,191
Instructional Ade - Mental Health 2100/6512	7.60 (3.50) 0.50			%0	\$0.00 \$0.00	59 142 201	8 8 8	\$0 \$0	\$684 \$684	\$0 \$684 \$684	\$0 \$42 \$42	\$0 \$10 \$10	\$0 \$52 \$52	\$0 \$0	\$0 \$0 \$0	\$0 \$0	\$0 \$7	\$0	\$0 \$744 \$744
Instructional Aide - Mental Health 2100/6512	8.00 (<mark>3.50)</mark> 0.50			%0	\$0.00	59 142 201	00 80 80	\$0 \$0	\$720 \$720	\$0 \$720 \$720	\$0 \$45 \$45	\$0 \$10 \$10	\$0 \$55 \$55	0\$ \$	0\$ \$0	0\$ \$0	\$0 \$8 \$8	\$0	\$0 \$783 \$783
Custodian - Day 2200/0000	8.00	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	88 174 262	\$10,560 \$20,880 \$31,440	\$0	\$0	\$10,560 \$20,880 \$31,440	\$655 \$1,295 \$1,949	\$153 \$303 \$456	\$808 \$1,597 \$2,405	\$700 \$728	\$2,800 \$5,096 \$7,896	\$0 \$0 \$0	\$111 \$219 \$330	\$0	\$14,279 \$27,793 \$42,071
Custodian - Night 2200/0000	4.00	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	88 174 262	\$5,280 \$10,440 \$15,720	\$0	\$0	\$5,280 \$10,440 \$15,720	\$327 \$647 \$975	\$77 \$151 \$228	\$404 \$799 \$1,203	\$0 \$0	\$0 \$0 \$0	\$0 \$0 \$0	\$55 \$110 \$165	\$0	\$5,739 \$11,348 \$17,088
Custodian - Bridge 2200/0000	4.00	Possible Future Position		%0	\$0.00	88 174 262	8 8 8	0\$	\$0 \$	80 80 80	\$0 \$0 \$0	80 80 80	\$0 \$0 \$	\$0 \$0	\$0 \$0 \$	0\$ \$0 \$	% %	0\$	% %
Behavior Tech 2900	8.00	Vacant New position for growth	8/1/2023	%0	\$15.00 \$15.00	57 130 187	\$6,840 \$15,600 \$22,440	\$360	\$720 \$720	\$7,200 \$16,320 \$23,520	\$446 \$1,012 \$1,458	\$104 \$237 \$341	\$551 \$1,248 \$1,799	\$700 \$728	\$1,750 \$2,548 \$4,298	\$0 \$0	\$76 \$171 \$247	0\$	\$9,576 \$20,288 \$29,864
Behavior Tech 2900	8.00			%0	\$0.00	57 130 187	\$ \$	0\$	\$0	8 8 8	\$0 \$0	%0 %0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0	% %	0\$	\$0 \$0
1 Middle School Teacher 1100/1400	1.00	Transfered from TPCP New position for growth	8/1/2022	%0	\$4,933 \$4,933	8 11	\$14,799 \$39,464 \$54,263	\$0	\$0	\$14,799 \$39,464 \$54,263	\$918 \$2,447 \$3,364	\$215 \$572 \$787	\$1,132 \$3,019 \$4,151	\$728 \$757	\$3,640 \$5,300 \$8,940	\$0 \$0	\$155 \$414 \$570	\$0	\$19,727 \$48,197 \$67,924
2 Middle School Teacher	1.00	Transfered from TPCP New position for growth	8/1/2022	%0	\$5,081 \$5,081	сю	\$15,243 \$40,648			\$15,243 \$40,648	\$945 \$2,520	\$221 \$589	\$1,166 \$3,110	\$728 \$757	\$3,640 \$5,300	\$0 \$0	\$160 \$427		\$20,209 \$49,484

io	024
Ca	2
B	30
Ë	ne
ĕ	s J
운	3.6
ő	20 grd
E	7.2

Fortune School of F Salary Budgets July 1, 2023 - June	
ш 0 ¬	

Position		Middle School Teacher
	1100/1400	ю

\$18,187 \$47,993 \$66,180

\$0

\$0 \$0

\$2,100 \$5,096 \$7,196

\$700 \$728

\$1,132 \$3,019 \$4,151

\$215 \$572 \$787

\$918 \$2,447 \$3,364

\$14,799 \$39,464 \$54,263

\$

\$0 \$0

\$14,799 \$39,464 \$54,263

რ დ

\$4,933 \$4,933

%0

8/1/2023

Vacant New position for growth

1.00

Ш

÷

\$4,276 Total Taxes

Medi 0.0145 \$810

FICA 0.062 \$3,465

Total Comp \$55,891

\$

Symposium Subs for Salary Other Adjustmer Sick Days \$55,891 en

Months/ Hours Paid

% of Year Gross Eligible for Monthly 403b Cost

3.00% Hire Date

Increase

\$155 \$414 \$570 \$155 \$414 \$570

Total Costs \$69,693

Higher Ed W/C 0.0088 0.0088

Pub Schl W/C 0.0105 0.0105 \$587

4% 403b Match \$0

4.00% So Cal 4.00% No Cal Medical 4 Mo. Premium Annual Cost 7 88.940

\$0

\$18,186 \$47,992 \$66,178

\$0 \$0

\$2,100 \$5,096 \$7,196

\$700 \$728

\$1,132 \$3,019 \$4,151

\$215 \$572 \$787

\$918 \$2,447 \$3,364

\$14,798 \$39,463 \$54,261

\$

\$0

\$14,798 \$39,463 \$54,261

നയ

\$4,933 \$4,933

%0

8/1/2023

Vacant New position for growth

1.00

4 Middle School Teacher

1100

7

\$0

\$0

\$0 \$0

\$0 \$0

\$0 \$0

\$0 \$0

\$0

\$0 \$0 \$0 \$0

\$ \$

\$0 \$0

\$0 \$0

\$0 \$0

\$0

\$0\$

\$ \$

\$0 \$0

\$0

\$0

1100	Middle School Teacher	1100	Middle School Teacher	1100
÷		÷		÷

Middle School Teacher	0.00	Vacant - DO NOT FILL		%0	\$0	е	\$0	\$0		\$0	\$0	\$0	\$0
					\$0	8	\$0			\$0	\$0	\$0	\$0
1100						11	0\$	\$0	\$0	\$0	\$0	\$0	\$0
Middle School Teacher	0.0	Vacant - DO NOT FILL		%0	\$0	ę	\$0	\$0		\$0	\$0	\$0	\$0
					\$0	8	\$0			\$0	\$0	\$0	\$0
1100						11	0\$	0\$	0\$	\$0	\$0	0\$	\$0
7 Leadership Teacher	0.25	SAYS contract for 2023-24		%0	\$0	e	\$0	\$0		\$0	\$0	\$0	\$0
					\$0	8	\$0			\$0	\$0	\$0	\$0
1100						11	0\$	\$0	0\$	\$0	\$0	0\$	\$0
8 PE Teacher	0.50	Vacant	8/1/2023	%0	\$4,933	ę	\$7,400			\$7,400	\$459	\$107	\$566
		New position for growth			\$4,933	8	\$19,732			\$19,732	\$1,223	\$286	\$1,509
1100						11	\$27,132	0\$	\$0	\$27,132	\$1,682	\$393	\$2,076
Education Specialist	0.50	Vacant	8/1/2023	%0	\$4,933	ę	\$7,400			\$7,400	\$459	\$107	\$566
		New position for growth			\$4,933	8	\$19,732			\$19,732	\$1,223	\$286	\$1,509
1100/6500						11	\$27,132	\$0	\$0	\$27,132	\$1,682	\$393	\$2,076
Performing Arts Teachers (Title I)	4.00	Vacant	8/1/2023	%0	\$31.84	65	\$8,278			\$8,278	\$513	\$120	\$633
	0.50	New position for growth			\$31.84	148	\$18,849			\$18,849	\$1,169	\$273	\$1,442
1100/3010						213	\$27,128	\$0	\$0	\$27,128	\$1,682	\$393	\$2,075

\$8,999 \$20,489 \$29,488

\$87 \$198 \$285

\$0 \$0

\$0

\$8,043 \$21,449 \$29,492

\$78 \$207 \$285

\$ \$ \$

\$0 \$0

\$0 \$0 \$0 \$0

\$0

\$9,093 \$23,997 \$33,090

\$78 \$207 \$285

\$0 \$0

\$1,050 \$2,548 \$3,598

\$700 \$728

\$0

\$130 \$0 \$130

\$0

\$1 \$1

\$0 \$0 \$0 \$0

8 8 8 8 8 8

\$0 \$0

\$9 \$9

\$2 \$2

\$119 \$0 \$119

\$0

\$0

\$119 \$0 \$119

7.5

\$15.90 \$15.90

1.0

1.00

Child Care for Parent Academies Child Care for Parent Workshops

2900

\$7 \$0 \$7 \$7 \$0 \$446 \$446

\$0 \$7,826 \$7,826

\$0 \$76 \$76

\$0 \$0

\$0 \$0

\$0 \$551 \$551

\$0 \$104 \$104

\$0 \$7,200 \$7,200

\$

\$0

\$0 \$7,200 \$7,200

12

\$100.00

Per Sat

6.00

\$0

\$0 \$23,642 \$23,642

\$0 \$228 \$228 \$6,376

\$0 \$0

\$0 \$1,664 \$1,664

\$0 \$315 \$315

\$0 \$1,349 \$1,349

\$0 \$21,750 \$21,750 \$607,250

> \$0 \$3,564

\$ \$720

\$0 \$21,750 \$21,750

15 15

\$200 \$200

Daily rate

7.25

\$602,966

\$0 \$0

\$738,853

\$3,934

\$74,838 \$0 \$0

\$46,455

8,805

\$37,650

Saturday Instructors

Subtotal Site Salaries for New Middle School

1130

VIII.B.569.

Description	Object Code	Total Budget	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Total
BEGINNING CASH			2,717,988	1,762,745	681,815	497,943	1,896,220	3,030,532	3,818,321	4,303,084	4,477,778	5,931,702	6,126,283	6,553,760	
REVENUES															
Revenue Limit Sources															
LCFF	8011	20,047,494		1,002,375	1,002,375	1,804,274	1,804,274	1,804,274	1,804,274	1,804,274	1,804,274	1,804,274	1,804,274	3,608,549	0,047,494
Education Protection Act Funds	8012	1,925,222			481,306			481,306			481,306			481,306	1,925,222
State Aid - Prior Years	8019	0													0
Charter Schools In Lieu of Property Taxes	9608	0		0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenues															0
COVID-19 Relief	8290														0
Special Education - Federal	8181, 8182	236,250							59,063				59,063	118,125	236,250
Child Nutrition-Federal	8220	1,702,001	0	0	0	170,200	204,240	119,140	85,100	153,180	170,200	170,200	68,080	561,660	1,702,001
Other Federal (PCSGP, Title I & Title II)	8290	1,139,831	400,691						284,958			1	284,958	169,225	1,139,831
State and Local Revenues															
Child Nutrition-State	8520	133,009	0	0	0	13,301	15,961	9,311	6,650	11,971	13,301	13,301	5,320	43,893	133,009
Lottery	8560	307,282			76,821			76,821			76,821			76,821	307,282
Lottery Prop 20 Restricted	8560	100,379			25,095			25,095			25,095			25,095	100,379
8550 0000 Mandated Cost Reimbursement	8550	36,028					36,028								36,028
All Other State Revenues	8590, 8792	3,571,214	0	60,529	60,529	1,244,872	108,952	108,952	153,352	108,952	676,912	108,952	108,952	830,263	3,571,214
All Other Local Revenues	8689, 8699	111,252	5,000	10,125	11,150	8,588	7,563	9,613	10,125	10,125	7,050	11,663	10,638	9,613	111,252
TOTAL REVENUES		29,309,962	405,691	1,073,029	1,657,274	3,241,235	2,177,017	2,634,510	2,403,522	2,088,502	3,254,958	2,108,390	2,341,284	5,924,549	29,309,962
Expenses															
Total, Certificated Salaries	1000	7,031,586	492,211	590,653	590,653	590,653	590,653	590,653	593,128	590,653	590,653	590,653	590,653	630,368	7,031,586
Total, Non-certificated Salaries	2000	3,354,337	201,260	301,890	301,890	301,890	234,804	234,804	301,890	301,890	234,804	301,890	301,890	335,434	3,354,337
Total, Employee Benefits	3000	2,623,986	183,679	220,415	220,415	220,415	220,415	220,415	222,890	220,415	220,415	220,415	220,415	233,684	2,623,986
Total, Books and Supplies	4000	2,540,180	127,009	381,027	203,214	203,214	203,214	203,214	203,214	203,214	203,214	203,214	203,214	203,214	2,540,180
Total, Services and Other Operating Expenditures	5000	11,581,404	579,070	579,070	544,070	614,070	579,070	579,070	579,070	579,070	579,070	579,070	579,070	5,211,632	.1,581,404
Total, Capital Outlay	6000	45,000	0	22,500	22,500	0	0	0	0	0	0	0	0	0	45,000
Total, Other Outgo	7000	222,783	18,565	18,565	18,565	18,565	18,565	18,565	18,565	18,565	18,565	18,565	18,565	18,565	222,783
TOTAL EXPENSES		27,399,276	1,601,795	2,114,121	1,901,308	1,948,808	1,846,722	1,846,722	1,918,758	1,913,808	1,846,722	1,913,808	1,913,808	6,632,897	27,399,276
OTHER FINANCING SOURCES/USES															
Total, Other Sources	8930-8979	0													0
Less: Other Uses	7630-7699	0													0
TOTAL OTHER FINANCING SOURCES/USES		0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET INCREASE/DECREASE		1,910,686	(1, 196, 104)	(1,041,092)	(244,034)	1,292,427	330,296	787,789	484,764	174,694	1,408,237	194,582	427,476	(708,348)	1,910,686
ASSETS															
Prepala Assets														I	
Tenant Improvements			1000 100 01	10 m 0 m m		1100 011 13					100 100			000	
Accounts Receivable			(2,2/1,939)	(1,550,416)	(1,444,515)	(2,4/3,08)	(1,68/,861)				(789,64)			3,500,000	
TOTAL CHANGE IN ASSETS			(2, 271, 939)	(1,550,416)	(1,444,616)	(1,473,085)	(1,687,861)	0	0	0	(45,687)	0	0	3,500,000	0
LIABILITIES															
Accounts Payable			(200,000)	(200,000)										500,000	
Deferral Financing/Draw on LOC			(1, 831, 078)	(1,390,254)	(1, 384, 454)	(1,367,235)	(883,845)								
Deferred Revenue															
Payroli Liabilities								(,						ľ
TOTAL CHANGE IN LIABILITIES			(2,031,078)	(1,590,254)	(1,384,454)	(1,367,235)	(883,845)	0	0	0	0	0	0	500,000	0
ENDING CASH			1,762,745	681,815	497,943	1,896,220	3,030,532	3,818,321	4,303,084	4,477,778	5,931,702	6,126,283	6,553,760	2,845,412	

:

Notes: A Assumes that state payments will be received by the school in the month following the month of apportionment.

Description	Object Code	Total Budget	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	Mav-23	Jun-23	Total
BEGINNING CASH		þ	2,845,412	2,873,356	1,778,961	1,552,358	3,072,279	4,562,170	5,457,289	6,175,234	6,423,875	8,004,553	8,274,528	8,737,440	
REVENUES															
Revenue Limit Sources															
LCFF	8011	22,189,651		1,109,483	1,109,483	1,997,069	1,997,069	1,997,069	1,997,069	1,997,069	1,997,069	1,997,069	1,997,069	3,994,137	22,189,651
Education Protection Act Funds	8012	2,070,100			517,525			517,525			517,525			517,525	2,070,100
State Aid - Prior Years	8019	0													0
Charter Schools In Lieu of Property Taxes	9608	0		0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenues															0
COVID-19 Relief	8290														0
Special Education - Federal	8181, 8182	267,625							66,906				66,906	133,813	267,625
Child Nutrition-Federal	8220	1,829,091	0	0	0	182,909	219,491	128,036	91,455	164,618	182,909	182,909	73,164	603,600	1,829,091
Other Federal (PCSGP, Title I & II)	8290	981,727							245,432			1	245,432	490,863	981,727
State and Local Revenues															
Child Nutrition-State	8520	142,983	0	0	0	14,298	17,158	10,009	7,149	12,868	14,298	14,298	5,719	47,184	142,983
Lottery	8560	301,053			75,263			75,263			75,263			75,263	301,053
Lottery Prop 20 Restricted	8560	98,344			24,586			24,586			24,586			24,586	98,344
8550 0000 Mandated Cost Reimbursement	8550	40,694					40,694								40,694
All Other State Revenues	8590, 8792	3,938,446	0	67,025	67,025	1,378,818	120,645	120,645	161,445	120,645	749,731	120,645	120,645	911,176	3,938,446
All Other Local Revenues	8689, 8699	113,774	5,000	10,377	11,453	8,764	7,689	9,840	10,377	10,377	7,151	11,991	10,915	9,840	113,774
TOTAL REVENUES		31,973,488	5,000	1,186,885	1,805,335	3,581,858	2,402,745	2,882,973	2,579,833	2,305,578	3,568,533	2,326,912	2,519,850	6,807,988	31,973,488
Expenses															
Total, Certificated Salaries	1000	7,714,712	540,030	648,036	648,036	648,036	648,036	648,036	650,511	648,036	648,036	648,036	648,036	691,849	7,714,712
Total, Non-certificated Salaries	2000	3,454,167	207,250	310,875	310,875	310,875	241,792	241,792	310,875	310,875	241,792	310,875	310,875	345,417	3,454,167
Total, Employee Benefits	3000	2,956,390	206,947	248,337	248,337	248,337	248,337	248,337	250,812	248,337	248,337	248,337	248,337	263,600	2,956,390
Total, Books and Supplies	4000	2,562,041	128,102	384,306	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	204,963	2,562,041
Total, Services and Other Operating Expenditures	5000	12,514,976	625,749	625,749	610,749	640,749	625,749	625,749	625,749	625,749	625,749	625,749	625,749	5,631,739	12,514,976
Total, Capital Outlay	6000	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total, Other Outgo	7000	227,730	18,978	18,978	18,978	18,978	18,978	18,978	18,978	18,978	18,978	18,978	18,978	18,978	227,730
TOTAL EXPENSES		29,430,018	1,727,056	2,236,280	2,041,937	2,071,937	1,987,854	1,987,854	2,061,887	2,056,937	1,987,854	2,056,937	2,056,937	7,156,546	29,430,018
OTHER FINANCING SOURCES/USES															
Total, Other Sources	8930-8979	0													0
Less: Other Uses	7630-7699	0													0
TOTAL OTHER FINANCING SOURCES/USES		0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET INCREASE/DECREASE		2,543,470	(1, 722, 056)	(1,049,395)	(236,603)	1,509,921	414,891	895,119	517,945	248,640	1,580,679	269,974	462,912	(348,558)	2,543,470
ASSETS															
Prepaid Assets															
Tenant Improvements															
Accounts Receivable			(2,000,000)	(205,000)	(10,000)	(10,000)	(1,075,000)		(200,000)					3,500,000	
TOTAL CHANGE IN ASSETS			(2,000,000)	(205,000)	(10,000)	(10,000)	(1,075,000)	0	(200,000)	0	0	0	0	3,500,000	0
LIABILITIES															
Accounts Payable			(250,000)	(250,000)										500,000	
Deferral Financing/Draw on LOC															
Deferred Revenue															
Раугон царнитез					1		1					1			
TOTAL CHANGE IN LIABILITIES			(250,000)	(250,000)	0	0	0	0	0	0	0	0	0	500,000	0
ENDING CASH			2,873,356	1,778,961	1,552,358	3,072,279	4,562,170	5,457,289	6,175,234	6,423,875	8,004,553	8,274,528	8,737,440	5,388,882]

:

Notes: A Assumes that state payments will be received by the school in the month following the month of apportionment.

Description	Object Code	Total Budget	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	Mav-24	Jun-24	Total
BEGINNING CASH		0	5,388,882	5,282,201	4,101,646	3,875,092	5,537,239	7,101,824	8,106,586	8,987,337	9,298,447	11,030,682	11,364,084	11,981,775	
REVENUES															
Revenue Limit Sources															
LCFF	8011	24,505,479		1,225,274	1,225,274	2,205,493	2,205,493	2,205,493	2,205,493	2,205,493	2,205,493	2,205,493	2,205,493	4,410,986	4,505,479
Education Protection Act Funds	8012	2,214,006			553,502			553,502			553,502			553,502	2,214,006
State Aid - Prior Years	8019	0													0
Charter Schools In Lieu of Property Taxes	8096	0		0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenues															0
COVID-19 Relief	8290														0
Special Education - Federal	8181, 8182	280,250							70,063				70,063	140,125	280,250
Child Nutrition-Federal	8220	1,908,992	0	0	0	190,899	229,079	133,629	95,450	171,809	190,899	190,899	76,360	629,967	1,908,992
Other Federal (PCSGP, Title I & II)	8290	1,355,408							338,852				338,852	677,704	1,355,408
State and Local Revenues															
Child Nutrition-State	8520	149,083	0	0	0	14,908	17,890	10,436	7,454	13,417	14,908	14,908	5,963	49,197	149,083
Lottery	8560	323,401			80,850			80,850			80,850			80,850	323,401
Lottery Prop 20 Restricted	8560	105,644			26,411			26,411			26,411			26,411	105,644
8550 0000 Mandated Cost Reimbursement	8550	44,965					44,965								44,965
8590 0000 SB740 Facilities Reimbursement		\$2,674,337				1,337,168					668,584			668,584	2,674,337
8590 0000 SSID and STAR Reimbursements		\$0													0
8792 6500 Special Education Entitlement		\$1,478,041		73,902	73,902	133,024	133,024	133,024	133,024	133,024	133,024	133,024	133,024	266,047	1,478,041
8792 6512 Mental Health per ADA		\$96,000							48,000					48,000	96,000
All Other State Revenues	8590, 8792	4,248,377	0	73,902	73,902	1,470,192	133,024	133,024	181,024	133,024	801,608	133,024	133,024	982,631	4,248,377
All Other Local Revenues	8689, 8699	117,064	5,000	10,706	11,848	8,994	7,853	10,136	10,706	10,706	7,283	12,418	11,277	10,136	117,064
TOTAL REVENUES		35,252,669	5,000	1,309,882	1,971,786	3,890,487	2,638,304	3,153,481	2,909,042	2,534,450	3,880,954	2,556,743	2,841,031	7,561,510	35,252,669
Expenses															
Total, Certificated Salaries	1000	8,299,746	580,982	697,179	697,179	697,179	697,179	697,179	699,654	697,179	697,179	697,179	697,179	744,502	8,299,746
Total, Non-certificated Salaries	2000	3,731,090	223,865	335,798	335,798	335,798	261,176	261,176	335,798	335,798	261,176	335,798	335,798	373,109	3,731,090
Total, Employee Benefits	3000	3,198,158	223,871	268,645	268,645	268,645	268,645	268,645	271,120	268,645	268,645	268,645	268,645	285,359	3,198,158
Total, Books and Supplies	4000	2,958,526	147,926	443,779	236,682	236,682	236,682	236,682	236,682	236,682	236,682	236,682	236,682	236,682	2,958,526
Total, Services and Other Operating Expenditures	5000	13,306,170	665,308	665,308	650,308	680,308	665,308	665,308	665,308	665,308	665,308	665,308	665,308	5,987,776	3,306,170
Total, Capital Outlay	6000	15,000	0	15,000	0	0	0	0	0	0	0	0	0	0	15,000
Total, Other Outgo	7000	236,733	19,728	19,728	19,728	19,728	19,728	19,728	19,728	19,728	19,728	19,728	19,728	19,728	236,733
TOTAL EXPENSES		31,745,422	1,861,681	2,445,437	2,208,340	2,238,340	2,148,719	2,148,719	2,228,290	2,223,340	2,148,719	2,223,340	2,223,340	7,647,157	31,745,422
OTHER FINANCING SOURCES/USES															
Total, Other Sources	8930-8979	0													0
Less: Other Uses	7630-7699	0													0
TOTAL OTHER FINANCING SOURCES/USES		0	0	0	0	0	0	0	0	0	0	0	0	0	0
NET INCREASE/DECREASE		3,507,247	(1,856,681)	(1,135,555)	(236,554)	1,652,147	489,585	1,004,762	680,751	311,110	1,732,235	333,402	617,691	(85,646)	3,507,247
ASSETS															
Prepaid Assets															
Tenant Improvements			1000 000 07	1005 0001	1000011	(10,000)	11 07F 0001		1000 0001					r 000 000	
Accounts Receivable			(2,000,000)	(000,202)	(nnn'nT)	(nnn'nT)	(UUU, U, I)</td <td>1</td> <td>(000,002)</td> <td></td> <td></td> <td></td> <td>1</td> <td>5,000,000</td> <td>1</td>	1	(000,002)				1	5,000,000	1
TOTAL CHANGE IN ASSETS			(2,000,000)	(205,000)	(10,000)	(10,000)	(1,075,000)	0	(200,000)	0	0	0	0	5,000,000	0
LIABILITIES															
Accounts Payable			(250,000)	(250,000)										750,000	
Deferral Financing/Draw on LOC															
Deterred Revenue Devroll Lishilities															
			(JEO 000)	10000107	c	c	c	¢	c	c	c	¢	c	710,000	¢
TOTAL CHANGE IN LIABILITIES			(250,000)	(250,000)	0	0	0	Ð	0	0	0	0	Э	/50,000	0
			E 207 201	101 646	2 075 003	E E 37 720	7 101 024	0 106 506	700 0	2000 0	11 020 602	10 00 000	11 001 77E	061 373 7	
			7,202,CU	4,101,040	200,010,0	~~~, CC,C	1,,1U1,024	voc,out 8	100,100,0	7,470,441	700'0C0'TT	+00,+0C,LL	C11/106/TT	/,040,125]

<u>Notes:</u> Assumes that state payments will be received by the school in the month following the month of apportionment. ۷

APPENDIX 12

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION (A California Non-Profit Public Benefit Corporation)

FINANCIAL STATEMENTS June 30, 2020

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION

FINANCIAL STATEMENTS WITH SUPPLEMENTARY INFORMATION For the Year Ended June 30, 2020

CONTENTS

INDEPENDENT AUDITOR'S REPORT	1
FINANCIAL STATEMENTS:	
STATEMENT OF FINANCIAL POSITION	3
STATEMENT OF ACTIVITIES	4
STATEMENT OF CASH FLOWS	5
NOTES TO FINANCIAL STATEMENTS	6
SUPPLEMENTARY INFORMATION:	
ORGANIZATION	13
SCHEDULE OF AVERAGE DAILY ATTENDANCE	14
SCHEDULE OF INSTRUCTIONAL TIME	15
SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS	16
SUPPLEMENTAL COMBINING STATEMENT OF FINANCIAL POSITION	17
SUPPLEMENTAL COMBINING STATEMENT OF ACTIVITIES	18
NOTES TO SUPPLEMENTARY INFORMATION	20
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS	22
INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT	
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	24
INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE	26
FINDINGS AND RECOMMENDATIONS:	
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	28
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS	32

Crowe LLP Independent Member Crowe Global



INDEPENDENT AUDITOR'S REPORT

Governing Board Rex and Margaret Fortune School of Education Sacramento, California

Report on the Financial Statements

We have audited the accompanying financial statements of Rex and Margaret Fortune School of Education, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rex and Margaret Fortune School of Education as of June 30, 2020, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

(Continued)

VIII.B.575.

Other Matter

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditure of federal awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the financial statements.

The schedule of expenditure of federal awards and other supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information, has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditure of federal awards and other supplementary information as listed in the table of contents, are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2020 on our consideration of Rex and Margaret Fortune School of Education's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rex and Margaret Fortune School of Education's internal control over financial reporting and compliance.

Crowe LLP

Crowe LLP

Sacramento, California November 12, 2020

FINANCIAL STATEMENTS

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION STATEMENT OF FINANCIAL POSITION June 30, 2020

Current assets: Cash and cash equivalents (Note 2) Accounts receivable (Note 3) Prepaid expenses	\$	5,501,586 3,737,750 483,745
Total current assets	L ainen eratur	9,723,081
Noncurrent assets:		
Capital assets, net (Note 4)		2,958,337
Total noncurrent assets		2,958,337
Total assets	\$	12,681,418
Current liabilities:		
Accounts payable	\$	638,802
Accrued expenses, vacation and payroll		204,799
Deferred revenue		978,423
Long-term liabilities - current portion (Note 5)	<u></u>	2,338,237
Total current liabilities		4,160,261
Noncurrent liabilities:		
Deferred rent		1,791,295
Long-term liabilities (Note 5)	<u> </u>	2,821,945
Total noncurrent liabilities	· · · - ·	4,613,240
Total liabilities		8,773,501
Net assets:		
With donor restrictions		79,484
Without donor restrictions		3,828,433
Total net assets		3,907,917
Total liabilities and net assets	\$	12,681,418

See accompanying notes to financial statements.

VIII.B.578.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION STATEMENT OF ACTIVITIES For the Year Ended June 30, 2020

Unrestricted net assets: Program revenues:	
Local control funding formula revenue	\$ 18,620,950
Other state revenue	2,079,866
Other local revenue	255,420
Net assets released from restrictions	3,861,609
Total charter school revenues	24,817,845
Other program revenues:	
Pre-service tuition	56,270
District intern tuition	286,858
Master's tuition	7,920
After school program	245,727
Other revenues	1,000,633
Net assets released from donor restriction	422,412
Total program revenues	26,837,665
Functional expenses:	
Program administration	3,227,632
Data and analytics	412,432
Curriculum and instruction	707,365
Advocacy	345,612
Teacher education	470,732
Pre-service program	10,609
TEACH program	84,272
School leadership program	28,654
After school program	208,774
Charter school operations	20,452,519
Total expenses	25,948,601
Increase in net assets without donor restrictions	889,064
Changes in net assets without donor restrictions	
	2 545 766
	2,343,700
	1 412 192
	4 074 326
lotal revenues	4,274,330
Net assets released from restrictions	(4,284,021)
Decrease in net assets with donor restrictions	(9,686)
Increase in total net assets	879,379
Net assets, beginning of year	3,028,538
Net assets, end of year	\$ 3,907,917

See accompanying notes to financial statements.

VIII.B.579.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION STATEMENT OF CASH FLOWS For the Year Ended June 30, 2020

Cash flows from operating activities: Increase in net assets Adjustments to reconcile increase in net assets	\$	879,379
to net cash provided by operating activities: Depreciation Changes in:		651,576
Accounts receivable		(53,490)
Prepaid expenses		(258,518)
Accounts pavable		(254,001)
Accrued expenses, vacation and payroll		32,974
Deferred revenue		497,986
Deferred rent		360,440
Net cash provided by operating activities		1,856,346
Cash flows used in investing activities:		
Purchases of capital assets		(155,307)
Cash flows from financing activities:		
Proceeds from loans		3,970,100
Payment on loans and capital leases payable	· ·	(624,729)
Net cash provided by financing activities		3,345,371
Net increase in cash and cash equivalents		5,046,410
Cash and cash equivalents, beginning of year	· · · · · · · · · · ·	455,176
Cash and cash equivalents, end of year	\$	5,501,586
Supplementary disclosure of cash flow information: Cash paid during the year for interest	\$	61,979

See accompanying notes to financial statements.

VIII.B.580.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Rex and Margaret Fortune School of Education ("FSE") is a nonprofit corporation organized to prepare teachers for service in public schools with competence and sensitivity that will enable them to develop students to their fullest potential. Established in 1989, FSE is a comprehensive educator preparation institution. Working with a consortium of California school districts, FSE also helps school districts develop their teaching pool with qualified teacher candidates. Rex and Margaret Fortune School of Education, sponsors two charter schools: Fortune School and Hardy Brown College Prep. Fortune School operates six separate charter school campuses: Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College.

<u>Basis of Presentation</u>: The financial statements conform with Accounting Standards Codification (ASC) 958-205, *Financial Statements of Not-For-Profit Organizations*. Under ASC No. 958-205, FSE reports information regarding its financial position and activities according to two classes of net assets: with donor restrictions and without donor restrictions.

<u>Revenue Recognition</u>: Tuition is recognized as earned on the accrual basis of accounting in the period services are provided. Tuition collected in advance of the service period is recorded as deferred revenues until earned.

Contributions, including grants from Federal, State and local sources, are recognized in the period received or unconditionally promised. All contributions are considered available for unrestricted use unless specifically restricted by donors for future periods or specific purposes. Donor or grantor-restricted amounts are reported as increases in net assets with donor restrictions.

<u>Cash and Cash Equivalents</u>: For financial statement purposes, FSE considers all investments with a maturity at purchase of three months or less to be cash equivalents.

<u>Accounts_Receivable</u>: Accounts_receivable_consist_of_tuition_and_fee_charges_to_students, and_amounts_ due from the federal and state governments related to federal and state programs. FSE has not established an allowance for doubtful accounts due to the nature of these accounts. Management continually monitors the accounts for collectibility. FSE does not charge interest on past due accounts.

<u>Capital Assets</u>: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost. Contributed assets are reported at acquisition value for the contributed asset. Capital assets are depreciated using the straight-line method over estimated useful lives of three to forty years. Capital assets acquired under capital leases are depreciated over the shorter of the useful life or the lease term. FSE evaluates capital assets for financial impairment as events or changes in circumstances indicate that the carrying amounts of such assets may not be fully recoverable.

<u>Deferred Revenue</u>: Revenues from federal, state, and local special projects and programs are recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as deferred revenue until earned.

<u>Deferred Rent</u>: Certain operating leases contain scheduled and specified rent increases. The scheduled rent increases are recognized on a straight-line basis over the lease term as an increase in the amount of rental expense recognized each period. The difference between rent expense recognized and rental payments, as stipulated in each lease, is reflected in deferred rent on the statement of net position. At June 30, 2020, the balance of deferred rent is \$1,791,295.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

<u>Income Taxes</u>: FSE is exempt from income taxes under Internal Revenue Code (IRC) Section 501(c)(6) and California Revenue and Tax Code Section 23701e. FSE is subject to income taxes from activities unrelated to its tax-exempt purposes.

FSE has accounted for uncertainty in income taxes as required by the Accounting for Uncertainty in Income Taxes Topic of the Financial Accounting Standards Board (FASB) Accounting Standards Codification. FSE uses a comprehensive model for recognizing, measuring, presenting and disclosing in the financial statements tax positions taken or expected to be taken on a tax return. A tax position is recognized as a benefit only if it is "more likely than not" that the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax benefit that is greater than 50% likely of being realized on examination. For tax positions not meeting the "more likely than not" test, no tax benefit is recorded. The effect of applying this model and the resulting identification of uncertain tax positions, if any, were not considered significant for financial reporting purposes. Management does not expect the total amount of unrecognized tax benefits to significantly change in the next 12 months.

FSE's policy is to recognize interest and penalties related to unrecognized tax benefits, if any, in interest and income tax expense, respectively. FSE has no amounts accrued for interest or penalties as of June 30, 2020.

Due to its tax-exempt status, FSE is not subject to U.S. federal income tax or state income tax. The tax years which remain subject to examination are the years ending June 30, 2017, 2018, 2019 and 2020.

<u>Net Asset Classifications</u>: FSE reports two primary classifications of net assets within the financial statements:

Net Assets - with donor restrictions - Net assets with donor restrictions represent the portion of net assets whose use by FSE is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of FSE.

Net Assets - without donor restrictions – Net assets without donor restrictions include those revenues and expenses associated with program and supporting services which do not have externally imposed restrictions on their use. Net assets with donor restriction and released from restriction as the restriction expires.

<u>Use of Estimates</u>: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2 - CASH AND CASH EQUIVALENTS

Cash and cash equivalents at June 30, 2020 consisted of the following:

Deposits: Cash on hand and in bank	\$ 5,501,450
Cash with fiscal agent	136
Total cash and cash equivalents	\$ 5,501,586

<u>Custodial Credit Risk</u>: FSE limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collaterized by the respective financial institution. At June 30, 2020, the carrying amount of the FSE's accounts was \$5,501,586 and the bank balance was \$5,840,445, of which \$317,109 was insured.

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable at June 30, 2020 consisted of the following:

\$	78,886
·	3,658,864
\$	3,737,750
	\$

NOTE 4 - CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2020 is shown below:

		Balance July 1, <u>2019</u>	Additions	Deductions			Balance June 30, <u>2020</u>
Capital assets:							
Land improvements	\$	1,034,111	\$ 53,714	\$-	•	\$	1,087,825
Buildings and improvements		3,937,388	60,837	-	•		3,998,225
Equipment		757,287	-		•		757,287
Land		277,346	-		-		277,346
Work in progress		15,381	 42,006	1,250) -	. <u></u>	56,137
Totals, at cost		6,021,513	 156,557	1,250)		6,176,820
Less accumulated depreciation:							
Land improvements		(476,860)	(149,635)	-	-		(626,495)
Buildings and improvements		(1,455,709)	(446,759)		-		(1,902,468)
Equipment		(634,338)	 (55,182)		-		(689,520)
Total accumulated							
depreciation	_	(2,566,907)	 (651,576)		-		(3,218,483)
Capital assets, net	\$	3,454,606	\$ (495,019)	\$ 1,250)	\$	2,958,337

NOTE 5 - LONG-TERM LIABILITIES

<u>Charter School Loans</u>: On August 24, 2015, FSE entered into a revolving promissory note with Umpqua Bank in the amount of up to \$1,500,000 to fund construction prior to timing from the reimbursement on the State Charter Facilities Incentive Grant. The expiration date of the note is June 30, 2020 and the Ioan was paid in full in June 2020.

On August 24, 2015, FSE entered into a promissory note with Umpqua Bank in the amount of up to \$1,200,000 to refund their previous promissory note payable. The interest rate of the loan is the greater of Prime + 0.75% or 4.00% per annum, and the maturity date of the note is five years from the Closing Date. As of June 30, 2020, the total outstanding principal balance on the Umpqua Bank promissory note was \$701,831.

On September 25, 2018, FSE entered into a promissory note with Umpqua Bank in the amount of \$720,500. The interest rate of the loan is 5.162% per annum, and the maturity date of the note is five years from the Closing Date. As of June 30, 2020, the total outstanding principal balance on the Umpqua Bank promissory note was \$488,251.

On April 30, 2020, FSE entered into a promissory note with Charter School Growth Fund in the amount of \$1,000,000. The interest rate of the loan is 1.00% per annum, and the maturity date of the note is June 30, 2026. As of June 30, 2020, the total outstanding principal balance on the promissory note was \$1,000,000.

(Continued)

VIII.B.584.

NOTE 5 - LONG-TERM LIABILITIES (Continued)

On May 26, 2020, FSE entered into a promissory note with Charter School Growth Fund in the amount of \$300,000. The interest rate of the loan is 0.00% per annum, and the maturity date of the note is November 30, 2021. As of June 30, 2020, the total outstanding principal balance on this promissory note was \$300,000.

Related interest paid on these notes during the current year was \$61,979.

<u>Paycheck Protection Program</u>: In April 2020, Fortune obtained a Paycheck Protection Program (PPP) Loan under a program offered by the United States Small Business Administration (SBA) in the amount of \$2,670,100. Fortune is accounting for the PPP Loan as a long-term liability in the statement of financial position as Fortune has yet to satisfy the forgiveness conditions imposed by the SBA. The loan has a stated interest rate of 1.0%, with no payments due for the first six months.

In order to obtain loan forgiveness from the SBA, Fortune must spend the PPP proceeds on allowance expenses and maintain certain required levels of employee retention over a 24-week period. The loan program expenditures and results are subject to review and acceptance by the SBA and, as a result of such review, future adjustments could be required. If the SBA does not forgive any portion of the PPP loan, the remaining balance is due over a two-year repayment period. Fortune expects to meet these conditions and apply for forgiveness during the year ending June 30, 2021.

Future annual maturity of the promissory note as of June 30, 2020 is as follows:

Year ending <u>June 30,</u>	Principal
2021 2022	\$ 2,338,237 1,641,109
2023	 180,836
2024	-
2025	-
Thereafter	 1,000,000
	\$ 5,160,182

<u>Changes in Long-Term Liabilities</u>: A schedule of changes in long-term liabilities for the year ended June 30, 2020 is as follows.

	Balance July 1, <u>2019</u>	<u>Additions</u>	Deductions	Balance June 30, <u>2020</u>	Amounts Due Within <u>One Year</u>
Charter school loans Paycheck Protection Program	\$ 1,814,811 	\$ 1,300,000 2,670,100	\$ 624,729 	\$ 2,490,082 2,670,100	\$ 1,151,526 1,186,711
Long-term liabilities	\$ 1,814,811	\$ 3,970,100	\$ 624,729	\$ 5,160,182	\$ 2,338,237

NOTE 6 - OPERATING LEASES

FSE leases various equipment under non-cancelable operating lease agreements. In addition, FSE leases the school premises under operating lease agreements. A summary of future minimum lease payments is as follows

Year Ending June 30,	Payments
2021	\$ 3,019,647
2022	2,850,353
2023	2,872,439
2024	2,373,023
2025	2,308,506
Thereafter	21,347,065
	\$ 34,771,033

Rent expense for the operating leases for the year ended June 30, 2020 was \$2,998,168.

NOTE 7 - RETIREMENT PLAN

FSE sponsors a retirement plan, under IRC Section 403(b). Eligible participants include all full-time employees of age 21 or more who have completed at least one year of employment. FSE's "Safe Harbor" provision matches up to 100% of employee contributions up to 4% of gross wages. FSE may also make discretionary profit-sharing contributions to the plan. Contributions made by FSE vest ratably over a three-year period. FSE's contributions totaled \$140,226 for the year ended June 30, 2020.

NOTE 8 - EXPENSES BY NATURE AND FUNCTION

The table below presents expenses by both their nature and their function for the year ended, June 30, 2020.

	Program Activities	Supporting <u>Activities</u>	<u>Total</u>
Certificated salaries	\$ 5,983,822	\$ 1,003,079	\$ 6,986,901
Classified salaries	2,966,861	1,777,300	4,744,161
Employee benefits	2,282,853	748,638	3,031,491
Books and supplies	2,000,917	159,205	2,160,122
Contract services and operating	6,572,896	1,694,622	8,267,518
Interest	61,979	44,851	106,830
Depreciation	 637,551	14,025	651,576
Total expenses	\$ 20,506,879	\$ 5,441,720	\$25,948,599

The financial statements report certain categories of expenses that are attributable to more than one program or supporting function. Therefore, these expenses require allocation on a reasonable basis that is consistently applied. The expenses are allocated based on estimates of employees' time incurred and on usage of resources.

(Continued)

11.

NOTE 9 - COMMITMENTS AND CONTINGENCIES

FSE is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of FSE.

FSE received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

NOTE 10 - LIQUIDITY AND AVAILABILITY OF RESOURCES

FSE's financial assets available within one year of the balance sheet date for general expenditures are as follows:

Cash and cash equivalents	\$ 5,501,586
Accounts receivable	3,737,750
Total	\$ 9,239,336

FSE has \$9,239,336 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditure. None of the financial assets are subject to contractual restrictions that make them unavailable for general expenditure within one year of the balance sheet date. FSE has a goal to maintain financial assets, which consist of cash and cash equivalents and accounts receivable, to meet three months of normal operating expenses. FSE has a policy to structure its financial assets to be available as its general expenditures and liabilities come due.

NOTE 11 - COVID-19 IMPACT

In December 2019, a novel strain of coronavirus surfaced (COVID-19) and spread around the world, with resulting business and social disruption. In response to the pandemic and in compliance with various state and local ordinances, FSE closed physical campuses and transitioned to a distance learning model. On March 13, 2020, the Governor of California issued Executive Order N-26 – 20, guaranteeing state funding to support the continued payment of salaries and benefits to all employees through June 30, 2020.

The operations and business results of FSE could be materially adversely affected in the future including a reduction in the level of funding and impact to the timing of cash flows. In addition, significant estimates may be materially adversely impacted by national, state and local events designed to contain the coronavirus. For the 2021 school year, FSE is offering instruction in formats consistent with local health guidelines. Throughout the pandemic FSE has put into practice a number of safety measures to protect students and employees and will continue to revise them as needed.

NOTE 12 - SUBSEQUENT EVENTS

FSE has evaluated subsequent events for recognition and disclosure through November 12, 2020, which is the date financial statements were available to be issued.

SUPPLEMENTARY INFORMATION

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION ORGANIZATION June 30, 2020

Rex and Margaret Fortune School of Education (FSE) is a nonprofit corporation that was established in 1989. FSE governs two charter schools, Hardy Brown College Prep and Fortune School. Hardy Brown College Prep was established by San Bernardino City Unified School through authority established in Education Code Section 47602 on July 1, 2010. Fortune School was established by Sacramento County Board of Education through authority established in Education Code Section 47602 on July 1, 2010. Hardy Brown College Prep is currently operating one kindergarten through 8th grade school and Fortune School was operating six campuses in Sacramento serving kindergarten through 11th grade in the 2019-20 school year.

GOVERNING BOARD

Name	Office	Term Expires
Elenor Brown	Member	2021
Dr. Paulette Brown-Hinds	Member	2022
Scott Loehr	Member	2021
Bertha Gorman	Member	2022
Ollie Watson	Member	2021

ADMINISTRATION

Margaret Fortune President/Chief Executive Officer

> Bonnie Bensen Chief Financial Officer

Michelle Grace Chief Operating Officer

581

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SCHEDULE OF AVERAGE DAILY ATTENDANCE For the Year Ended June 30, 2020

	Original Second <u>Period Report</u>	Audited Second Period Report	Annual Report
Hardy Brown College Prep			
Certificate Number	485024A1	F2BB4816	24AD7EA3
Classroom-Based: Transitional Kindergarten through Third Grades Fourth through Sixth Grades Seventh and Eighth	236 90 41	236 90 41	236 90 41
Total	367	367	367
Fortune School			
Certificate Number	39BD8848	97BB8FD0	105BCB06
Classroom-Based: Transitional Kindergarten through Third Grades Fourth through Sixth Grades Seventh through Eighth Grades Ninth through Twelfth	742 360 161 91	742 360 161 91	742 360 161 91
Total	1,354	1,354	1,354

14.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SCHEDULE OF INSTRUCTIONAL TIME For the Year Ended June 30, 2020

Grade Level	Statutory Minutes Requirement	2019-2020 Actual <u>Minutes</u>	Number of Days Traditional <u>Calendar</u>	Status
Hardy Brown College Prep				
Kindergarten	36,000	65,105	175	In Compliance
Grade 1	50,400	68,175	175	In Compliance
Grade 2	50,400	73,770	175	In Compliance
Grade 3	50,400	75,480	175	In Compliance
Grade 4	54,000	74,120	175	In Compliance
Grade 5	54,000	76,160	175	In Compliance
Grade 6	54,000	72,430	175	In Compliance
Grade 7	54,000	76,510	175	In Compliance
Grade 8	54,000	76,510	175	In Compliance
<u>Grade Level</u> Fortune School	Statutory Minutes <u>Requirement</u>	2019-2020 Actual <u>Minutes</u>	Number of Days Traditional <u>Calendar</u>	<u>Status</u>
Kindergarten	36,000	63,570	175	In Compliance
Grade 1	50,400	65,610	175	In Compliance
Grade 2	50,400	71,730	175	In Compliance
Grade 3	50,400	73,770	175	In Compliance
Grade 4	54,000	73,770	175	In Compliance
Grade 5	54,000	77,620	175	In Compliance
Grade 6	54,000	71,185	175	In Compliance
Grade 7	54,000	71,185	175	In Compliance
Grade 8	54,000	71,185	175	In Compliance
Grade 9	64,800	77,235	189	In Compliance
Grade 10	64,800	77,235	189	In Compliance

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS For the Year Ended June 30, 2020

Federal		Pass-Through Entity		
Catalog	Federal Grantor/Pass-Through	Identifying	Federal	
Number	Grantor/Program or Cluster Title	Number	Expenditures	
<u>U.S. Departm</u> Departmen	ent of Education - Passed through California t of Education			
84.010	ESEA: Title I, Part A Basic Grants, Low Income	14329	\$ 662,507	
84.027	Special Education: IDEA Basic Local Assistance Entitlement, Part B, Section 611	13379	206,018	
84.367	ESEA (ESSA): Title II, Part A, Supporting Effective Instructional Local Grants	14341	113,745	
Passed throu	gh California School Financing Authority			
Charter Scho	ol Programs:			
84.282	ESSA, Title IV, Part C: Public Charter Schools Grants	15388	369,387	
	Total U.S. Department of Education		1,351,657	
U.S. Departm Departmen	nent of Education - Passed through California t of Education			
10.555	Child Nutrition Cluster:	<u> </u>		
10 558	National School Lunch Program (NSLP) Child Nutrition: CACEP Claims - Centers and Family	23165	858,832	
10.000	Day Care	13393	351,290	
	Total U.S. Department of Agriculture		1,210,122	
	Total Federal Programs		\$ 2,561,779	

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SUPPLEMENTAL COMBINING STATEMENT OF FINANCIAL POSITION June 30, 2020

								Forti	une School					-	
		FSE	Hardy Brown College Prep	Fortune <u>School</u>	William Lee College Prep	Alan Rowe	Hazel M ahone <u>College Prep</u>	Ephraim Williams <u>College P rer</u>	Rex and Margaret Fortun Early College <u>High School</u>	e Fortune Middle <u>School</u>	Tecoy Porter College Prep <u>School</u>	Charterwide	Total Fortune <u>School</u>	<u>Conversion</u>	Combined
	Current Assets: Cash and cash equivalents Accounts receivable P repaid expenses	\$ 5,393,781 43,166 58,148	\$ 106,098 770,446 78,385	\$	\$ - 372,701 <u>1,322</u>	\$ - 606,895 	\$	\$- 50,894 	\$ 512,374 18,32	\$- 66 37,189	\$- - 48,137	\$ - 134,406 	\$	\$ - - 	\$ 5,501,586 3,737,750 <u>483,745</u>
	Total current assets	5,495,095	954,929	583,405	374,023	634,921	867,320	62,894	530,695	37,255	48,137	134,406	3,273,057	-	9,723,081
	Noncurrent assets: Capital assets, net	20,960									_	-		2,937,377	2,958,337
	Total noncurrent assets	20,960	-					-						2,937,377	2,958,337
	⊤otal assets	\$ 5,516,055	\$ 954,929	\$ 583,405	\$ 374,023	\$ 634,921	\$ 867,320	\$ 62,894	\$ 530,695	\$ 37,255	\$ 48,137	\$ 134,406	\$ 3,273,057	\$ 2,937,377	\$ 12,681,418
	Current Liabilities: A ccounts payable	\$ 328,102	\$ 38,704	\$ 34,813	\$ 46,979	\$ 68,175	\$ 50,673	\$ 30,964	\$ 34,129	\$ 5,403	\$ 584	\$ 275	\$ 271,996	\$-	\$ 638,802
	vacation and payroll Deferred revenue Due to/from other funds	91,557 467,461 (900,000)	1,864 2,760 165,307	5,388 12,474 (1,223,357)	3,595 61,621 (294,698)	3,239 2,256 437,067	3,131 2,000 670,708	2,185 2,000 552,342	1939 168,966 634,119	167,466 (131,753	91,4 <i>1</i> 9) (43,866)	- - 134,131	19,477 508,202 734,693	91901 - -	204,799 978,423 -
.B	current portion	1,186,711									<u> </u>			1,151,526	2,338,237
.59	Total current liabilities	1,173,831	208,635	(1,170,682)	(182,503)	510,737	726,512	587,491	1 839,153	41,116	48,137	134,406	1,534,368	1,243,427	4,160,261
Ω	Noncurrent liabilities Deferred rent Long-term liabilities	68,906 2,783,389	-	-		- -				- ·		-	-	1,722,389 38,556	1,791,295 2,821,945
	Total noncurrent liabilities	2,852,295				:						<u> </u>		1,760,945	4,613,240
	Total liabilities	4,026,126	208,635	(1,170,682)	(182,503)	510,737	726,512	587,49	839,153	41,116	48,137	134,406	1,534,368	3,004,372	8,773,501
	Net assets With donor restrictions Without donor restrictions	- 1,489,929	79,484 666,810	2,488 1751599	14,759 541,767	(19,271 143,455) 15,253 125,555	(8,908) (515,689)	8) (4,32 9) <u>(304,137</u>	1) 7) <u>(3,86</u>		-	_ 1738,689	(66,995)	79,484 3,828,433
	Total net assets	1,489,929	746,294	1,754,087	556,526	124,184	140,808	(524,597) (308,458	3) (3,86	<u> </u>		1,738,689	(66,995)	3,907,917
	Total liabilities and net assets	\$ 5,516,055	\$ 954,929	\$ 583,405	\$ 374,023	\$ 634,921	\$ 867,320	\$ 62,894	\$ 530,695	5 <u>\$ 37,255</u>	\$ 48,137	<u>\$ 134,406</u>	<u>\$ 3,273,057</u>	\$ 2,937,377	\$ 12,681,418

17.

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SUPPLEMENTAL COMBINING STATEMENT OF ACTIVITIES June 30, 2020

							Fortu	ne School						
Net assets without donor restrictions: Program revenues:	<u>FSE</u>	Hardy Brown <u>College Prep</u>	Fortune <u>School</u>	William Lee <u>College Prep</u>	Alan Rowe <u>College Prep</u>	Hazel Mahone <u>College Prep</u>	Ephraim Williams <u>College Prep</u>	Rex and Margaret Fortune Early College <u>High School</u>	Fortune Middle <u>School</u>	Tecoy Porter College Prep <u>School</u>	<u>Charterwide</u>	Total Fortune <u>School</u>	<u>Conversion</u>	Combined
Charter school revenues: Local control funding formula Other state revenue Other local revenue	\$ - - -	\$ 4,098,251 463,202 13,619	\$ 2,553,149 263,494 8,493	\$ 2,395,347 240,800 7,262	\$ 3,646,365 331,061 92,689	\$ 3,168,402 518,211 58,414	\$ 1,636,085 148,596 36,277	\$ 1,123,351 114,501 20,044	\$ - - -	\$ - - -	\$- - 18,622	\$ 14,522,699 1,616,664 241,801	\$- - -	\$ 18,620,950 2,079,866 255,420
from restrictions	-	673,024	438,265	500,547	744,660	563,182	273,118	483,225	42,600	8,581	134,407	3,188,585		3,861,609
Total charter school revenues		5,248,096	3,263,401	3,143,956	4,814,775	4,308,209	2,094,076	1,741,121	42,600	8,581	153,029	19,569,749		24,817,845
Other program revenues:													_	56 270
Pre-service tuition	56,270	-	-	-	-	-	-	-	-	-	-	-	-	20,270
District intern tuition	286,858	-	-	-	-	-	-	-	-	-	-	-	-	200,038
Master's tuition	7,920	-	-	-	' -	-	-	-	-	-	-	-	-	7,920
After school program	245,727	-	-	-	-	-	-	-	-	-	-	-	-	245,727
Other Revenues Net assets released from	1,000,633	-	-	-	-	-	-	-	-	-	-	-	-	1,000,633
donor restrictions	422,412		-					-					-	422,412
Total program revenues	2,019,820	5,248,096	3,263,401	3,143,956	4,814,775	4,308,209	2,094,076	1,741,121	42,600	8,581	153,029	19,569,749	<u> </u>	26,837,665
Functional expenses														
Program administration	(122,496	6) 819.698	510,630	479,069	729,273	633,680	65,443	112,335	-	-	-	2,530,430	-	3,227,632
Data and analytics	2.765	90,167	56,169	52,698	80,220	69,705	35,994	24,714	-	-	-	319,500	-	412,432
Curriculum and Instruction	10,933	153,283	95,488	89,586	136,374	118,498	61,190	42,013	-	-	-	543,149	-	707,365
Advocacy	345,612	2 -	-		:-	-	-	-	-		-	-	-	345,612
Teacher education	470,732	- 2	-		-	-	-	-	-		-	-	-	470,732
Pre-service program	10,609	- 6	-		-	-	-	-	-	· -	-	-	-	10,609
TEACH program	84,272	- 2				-	-	-	-	· -	-	-	-	84,272
School leadership program	28,654	1 -	-			-	-	-	-		-	-	-	28,654
After school program	208,774	4 -			. –	-	-				-	45 040 050	-	208,774
Charter school operations		- 3,966,043	2,664,303	2,531,171	3,669,846	3,215,811	1,941,127	1,609,928	46,461	8,581	153,029	15,840,259	646,217	20,452,519
Total expenses	1,039,855	5 5,029,191	3,326,590	3,152,524	4,615,713	4,037,694	2,103,754	1,788,990	46,461	8,581	153,029	19,233,338	646,217	25,948,601
Increase (decrease) in net assets without														
donor restriction	979,965	5 218,905	(63,189	9) (8,568)199,062	270,515	(9,678)(47,869) (3,861)		336,411	(646,217)	889,064
						1								

586

18.
REX AND MARGARET FORTUNE SCHOOL OF EDUCATION SUPPLEMENTAL COMBINING STATEMENT OF ACTIVITIES June 30, 2020

	FSE	Hardy Brown College Prep	Fortune <u>School</u>	William Lee <u>College Prep</u>	Alan Rowe College Prep	Hazel Mahone <u>College Prep</u>	Ephraim Williams <u>College Prep</u>	Rex and Margaret Fortune Early College <u>High School</u>	Fortune Middle <u>School</u>	TecoyPorter CollegePrep <u>School</u>	<u>Charterwide</u>	Total Fortune <u>School</u>	<u>Conversion</u>	Combined
Program revenues:														
Charter school revenues: Federal revenue Other state revenue Other local revenue	\$- - 422,413	\$ 499,645 55,505 129,744	\$ 263,385 49,386 127,982	\$ 348,191 42,913 118,518	\$ 448,405 54,080 222,461	\$ 342,363 58,348 <u>162,295</u>	\$ 158,447 21,587 84,176	\$ 340,858 34,559 103,487	\$ 10,066 	\$ - - - 8,581	\$ 134,406 - 	\$ 2,046,121 260,873 860,034	\$	\$ 2,545,766 316,378 1,412,192
Total revenues	422,413	684,894	440,753	509,622	724,946	563,006	264,210	478,904	42,600	8,581	134,406	3,167,028	-	4,274,335
Net assets released from restrictions	(422,413)	(673,024)	(438,265)	(500,547)	(744,660)	(563,182)	(273,118)	(483,225)	(42,600)	(8,581)	(134,406)	(3,188,584)		(4,284,021)
Increase (decrease) in net assets with donor restrictions	: 	11,870	2,488	9,075	(19,714)	(176)	(8,908)	(4,321)				(21,556)		(9,686)
Increase in net assets	979,965	230,775	(60,701)	507	179,348	270,339	(18,586)) (52,190)	(3,861)	-	-	314,856	(646,217)	879,379
Net assets, beginning of year	509,964	515,519	1,814,788	556,019	(55,164)	(129,531)	(506,011) (256,268)		<u> </u>		1,423,833	579,222	3,028,538
Net assets, end of of year	<u>\$ 1,489,929</u>	\$ 746,294	<u> </u>	\$ 556,526	\$ 124,184	\$ 140,808	\$ (524,597) <u>\$ (308,458)</u>) \$ (3,861)	\$	\$	\$ 1,738,689	<u>\$ (66,995)</u>	\$ 3,907,917

19.

587

NOTE 1 - PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of Hardy Brown College Prep and Fortune School charters. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

This schedule presents information on the amount of instructional time offered by Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College and whether Hardy Brown College Prep, Fortune School, William Lee College Prep, Alan Rowe College Prep, Ephraim Williams College Prep, Hazel Mahone College Prep and Rex and Margaret Fortune Early College complied with the provisions of Education Code Sections 46201 through 46206.

Fortune submitted a COVID-19 School Closure Certification with the Superintendent of Public Instruction (SSPI) in connection with the effected school days impacted by COVID-19. The certification was submitted to the SSPI on July 1, 2020.

C - Schedule of Expenditure of Federal Awards

The Schedule of Expenditure of Federal Awards includes the federal award activity of Rex and Margaret Fortune School of Education, and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations. Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. FSE has not elected to use the 10-percent de minimis indirect cost rate allowed in the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Activities and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2020.

Description	CFDA <u>Number</u>	Amount
Total Federal revenues, Statement of Activities		\$ 2,545,766
Child Nutrition: CACFP Claims - Centers and Family Day Care Child Nutrition Cluster: National School Lunch Program (NSLP)	10.555 10.558	 (103,601) 119,614
Total Schedule of Expenditure of Federal Awards		\$ 2,561,779

(Continued)

NOTE 1 - PURPOSE OF SCHEDULES (Continued)

D - Supplemental Combining Financial Statements

These financial statements consist of the Combining Statement of Financial Position and Statement of Activities for Fortune School of Education, Hardy Brown College Prep and Fortune School. The amounts presented for each of the charter schools is on a modified cash basis, but are converted to full accrual in the conversion column.



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Governing Board Rex and Margaret Fortune School of Education Sacramento, California

Report on Compliance with State Laws and Regulations

We have audited Rex and Margaret Fortune School of Education's compliance with the types of compliance requirements described in the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2020:

<u>ltem</u>	Description	Procedures <u>Performed</u>
A.	Attendance Reporting	No, see below
Β.	Teacher Certification and Misassignments	No, see below
Ċ.	Kindergarten Continuance	No, see below
D.	Independent Study	No, see below
E.	Continuation Education	No, see below
F.	Instructional Time	No, see below
G.	Instructional Materials	No, see below
Н.	Ratio of Administrative Employees to Teachers	No, see below
1.	Classroom Teacher Salaries	No, see below
J.	Early Retirement Incentive	No, see below
K.	Gann Limit Calculation	No, see below
L.	School Accountability Report Card	No, see below
Μ.	Juvenile Court Schools	No, see below
Ν.	Middle or Early College High Schools	No, see below
О.	K-3 Grade Span Adjustment	No, see below
Ρ.	Transportation Maintenance of Effort	No, see below
Q.	Apprenticeship: Related and Supplemental Instruction	No, see below
R.	Comprehensive School Safety Plan	No, see below
S.	District of choice	No, see below
Τ.	California Clean Energy Jobs Act	No, See below
U.	After School Education and Safety Program:	
	General requirements	No, see below
	After school	No, see below
	Before school	No, see below
V.	Proper Expenditure of Education Protection Account Funds	Yes
W.	Unduplicated Local Control Funding Formula Pupil Counts	Yes
Х.	Local Control and Accountability Plan	Yes
Υ.	Independent Study-Course Based	No, see below
AA.	Charter Schools - Attendance	Yes
BB.	Charter Schools - Mode of Instruction	Yes
CC.	Charter Schools - Nonclassroom-Based Instruction/Independent Study	No, see below
DD.	Charter Schools - Determination of Funding for Nonclassroom-based	
	instruction	No, see below
EE.	Charter Schools - Annual Instructional Minutes - Classroom Based	Yes
FF.	Charter Schools - Charter School Facility Grant Program	Yes

(Continued)

We did not perform any procedures relating to items "A." through "S." of the Audit Guide because these sections do not apply to Charter Schools.

We did not perform any procedures related to California Clean Energy Jobs Act because the Charter school did not expend any funds.

We did not perform any procedures related to After School Education and Safety Programs because the Charter School does not offer these programs.

We did not perform any procedures related to Independent Study-Course Based because the Charter School does not offer this program.

We did not perform any procedures related to Nonclassroom-Based Instruction/Independent Study or Determination of Funding for Nonclassroom-Based Instruction for the Charter Schools because the Charter Schools only offer classroom-based instructions.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

Auditor's Responsibility

Our responsibility is to express an opinion on Rex and Margaret Fortune School of Education's compliance with state laws and regulations as listed above based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Rex and Margaret Fortune School of Education's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Rex and Margaret Fortune School of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Rex and Margaret Fortune School of Education's compliance.

Opinion on Compliance with State Laws and Regulations

In our opinion, Rex and Margaret Fortune School of Education complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2020.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's 2019-20 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting. Accordingly, this report is not suitable for any other purpose.

rove LLP

Sacramento, California November 12, 2020



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Governing Board Rex and Margaret Fortune School of Education Sacramento, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the <u>Comptroller General of the United States</u>, the financial statements of Rex and Margaret Fortune School of Education, which comprise of the statement of financial position as of June 30, 2020, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 12, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rex and Margaret Fortune School of Education's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rex and Margaret Fortune School of Education's internal control. Accordingly, we do not express an opinion on the effectiveness of Rex and Margaret Fortune School of Rex and Margaret Fortune School of Education's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rex and Margaret Fortune School of Education's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California November 12, 2020



INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE

Governing Board Rex and Margaret Fortune School of Education Sacramento, California

Report on Compliance for Each Major Federal Program

We have audited Rex and Margaret Fortune School of Education's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Rex and Margaret Fortune School of Education's major federal programs for the year ended June 30, 2020. Rex and Margaret Fortune School of Education's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and guestioned costs.

Management's Responsibility

Management is responsible for compliance with federal statues, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Rex and Margaret Fortune School of Education's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Rex and Margaret Fortune School of Education's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Rex and Margaret Fortune School of Education's compliance.

Opinion on Each Major Federal Program

In our opinion, Rex and Margaret Fortune School of Education complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

(Continued)

VIII.B.602.

Report on Internal Control Over Compliance

Management of Rex and Margaret Fortune School of Education is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Rex and Margaret Fortune School of Education's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Rex and Margaret Fortune School of Education's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance has a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance is a deficiency or compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Crowe LLP

Sacramento, California November 12, 2020 FINDINGS AND RECOMMENDATIONS

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditors' report issued:	Unmodified		
Internal control over financial reporting: Material weakness(es) identified? Significant deficiency(ies) identified not considered to be material weakness(es)?	YesYes	x x	_No _None reported
Noncompliance material to financial statements noted?	Yes	X	No
FEDERAL AWARDS			
Internal control over major programs: Material weakness(es) identified? Significant deficiency(ies) identified not considered to be material weakness(es)?	Yes	x x	_No _None reported
Type of auditors' report issued on compliance for major programs:	Unmodified		
Any audit findings disclosed that are required to be reported in accordance with Circular CFR 2 200.516(a)?	Yes	x	No
CFDA Number(s)	Name of Fede	eral Progr	am or Cluster
10.555	Child Nutrition (Lunch F	Cluster: N Program (lational School (NSLP)
Dollar threshold used to distinguish between Type A and Type B programs:	\$750,000		
Auditee qualified as low-risk auditee?	X Yes		No
STATE AWARDS			
Type of auditors' report issued on compliance for state programs:	Unmodified		

(Continued)

VIII.B.605.

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

(Continued)

VIII.B.606.

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

(Continued)

VIII.B.607.

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

STATUS OF PRIOR YEAR

FINDINGS AND RECOMMENDATIONS

REX AND MARGARET FORTUNE SCHOOL OF EDUCATION STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS Year Ended June 30, 2020

No matters were reported.



2021 - 2022 ENROLLMENT PACKET

Please Return Completed and Signed Application Along with Supporting Documents to:





Grades: TK-5











Grades: 6-8



OR EMAIL TO: enrollment@fortuneschool.us

ENROLLMENT PROCESS

Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment. Students who are currently enrolled at a Fortune School will not participate in the lottery, as they are automatically reserved a space.

If a lottery is not triggered after the February 12, 2021 open enrollment period, students will be enrolled on a first come, first served basis.

REQUIRED DOCUMENTS

Attend Enrollment Meeting

Student Application Pages 1 - 3

Proof of Birthdate See Page 4 for Requirements

Copy of Immunization Records See Page 4 for Requirements

Proof of Residency



50	CHOOL SITE: (you)	must choose only one)		
	HBCP (San Bernard	ino) Grades: TK - 8	Fortune School (65th & Stockton) Grades: TK - 5	
	WLCP (Oak Park) Gr	ades: TK - 5	ARCP (Elk Grove) Grades: TK - 5	
EWCP (Oak Park) Grades: 6 - 8		rades: 6 - 8	HMCP (Natomas) Grades: TK - 8	
	FMS (Elk Grove) Gra	ides: 6 - 8	TPCP (Meadowview) Grades: TK - 3	

SCHOLAR PERSONAL/DEMOGRAPHIC

GRADE APPLYING FOR: TK K 1 2 3 4 5 6 7 8	ENROLLMENT MEETING COMPLETE	E:
Scholar Last Name	First Name	Middle Initial
(Residence) Street Address	City	Zip
(Mailing if different than above) Street Address	City	Zip
Primary Contact Phone #: Home / Cell / Work	Date of Birth:	Gender: M / F
Secondary Contact Phone #: Home / Cell / Work	Birth City:	Birth State:
Previous School of Attendance:	Has the student ever attended a F	ortune School? YES or NO

PARENT/GUARDIAN CONTACTS

Resides with Student?: Y /	N	Resides with Student?: Y / N			
Mother/Guardian First Name:		Father/Guardian First Name:			
Mother/Guardian Last Name:		Father/Guardian Last Name:			
Number and Street (if different than ab	ove):	Number and Street (if different than ab	ove):		
City:	Zip:	City:	Zip:		
Primary Contact Number: Ho	ne / Cell / Work	Primary Contact Number: Ho	me / Cell / Work		
Secondary Contact Number: Ho	me / Cell / Work	Secondary Contact Number: Ho	me / Cell / Work		
Email Address:		Email Address:			
Parent Education Level (circle one): College Graduate Some College	Graduate Degree or Higher ege or Associate Degree	Parent Education Level (circle one): College Graduate Some Colle	Graduate Degree or Higher ege or Associate Degree School Graduate Decline to State		
Occupation:	Employer:	Occupation:	Employer:		

HOME LANGUAGE SURVEY: This information is essential in order to provide adequate instructional programs and services

 Which language did your son or daughter learn when he or she first began to talk? (PRIMARY LANGUAGE)

 What language does your son or daughter most frequently speak at home?

 What language do you use most frequently to speak to your son or daughter?

 Name the language most often spoken by the adults in the home:

 Was your child previously enrolled in ESL / Bilingual Program?

RESIDENCE: Where is your child/family current living? (check one)

This information is federally mandated for reporting purposes as part of the McKinney-Vento Assistance Act (42 U.S.C. §11431 et seq.)

-	In a single family residence (house, apartment, condo, mobile home)
	Temporarily double-up (sharing housing with other families/individuals due to hardship)
	In a shelter or transitional housing program, motel/hotel, car, RV or a campsite
1	At another location (please specify):

ETHNICITY: Is the student Hispanic or Latino? (check only one)

Note: The information collected in regard to ethnicity is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

	YES, Hispanic or Latino
Laurant etailet	NO, not Hispanic or Latino

The above part of the question is about ethnicity, not race. No matter what you selected above, YOU MUST CONTINUE TO ANSWER THE FOLLOWING by marking one or more boxes.

Note: The information collected in regard to race is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

RACE: What is the race of this student? (check one or more)

American Indian or Alaskan Native *	Asian Indian	Black or African American
Cambodian	Chinese	Filipino
Guamanian	Hawailan	Hmong
Japanese	Korean	Laotian
Other Asian	Other Pacific Islander	Samoan
Tahitian	Vietnamese	White**
Other		

Name(s) of Brothers and Sisters

First Name	Gender	Current School	Grade Level
			and the second second
	First Name	First Name Gender	First Name Gender Current School Image: School in the second sec

Instructional Programs Information

If So, What Grade? Has Your Child Ever Been Retained? N Y

SIGN AND DATE THIS APPLICATION BEFORE SUBMISSION

I affirm, to the best of my knowledge, that the above information is correct and that I will notify the school each time there is a change in any of this information.

Parent/Guardian Signature

NOTE: Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment.

Students who are currently enrolled will not participate in the lottery, as they are automatically reserved a space

NOTICE OF NON DISCRMINATORY POLICY

Fortune School will not discriminate based on any of the characteristics found in Education Code 220: 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 in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

VIII.B.613.

605

Date (MM/DD/YY)

COMMITMENT TO EXCELLENCE CONTRACT PARENT COMPACT

TEACHERS' COMMITMENT

We fully commit to Fortune School in the following ways:

- We will be prepared to teach and be in our classrooms every day by 7:15 a.m.
- () We will maintain professional standards for appearance and a positive attitude.
- We will always teach in the best way we know how, and we will do whatever it takes for our students to learn.
- O We will work collaboratively with fellow teachers, our Principal and all support staff.
- O We will always make ourselves available to students and parents, and listen to any concerns they might have.
- O We will always protect the safety, interests and rights of all individuals in the classroom.

Teacher Signature

Date

PARENTS'/GUARDIANS' COMMITMENT

We fully commit to Fortune School in the following ways:

- () We will make sure our child is in the classroom every day by 7:45 a.m.
- O We will make arrangements so our child can remain at Fortune School until his/her grade-level dismissal time.
- () We will pick our child up on time upon dismissal from school.
- We will ensure that our child attends any required Fortune School after school, intersession and/or summer school sessions.
- We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn. This also means we will check our child's homework every night, let him/her call the teacher if there is a problem with the homework, read with him/her every night, and volunteer 40 hours of completely voluntary, approved family service.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to be absent, we will notify the school office as soon as possible, and we will read carefully all the papers that the school sends home to us.
- We will allow our children to go on Fortune School field lessons.
- We will make sure our child wears the Fortune School uniform and follows the Fortune School dress code. ______Initial
- We understand that our child must follow the Fortune School rules so as to protect the safety, interests, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.
- () We will always protect the safety, interests and rights of all individuals in the classroom.
- We will always use language that is appropriate for a professional and school environment and treat all members of the Fortune School community with respect. We acknowledge that failure to adhere to this commitment may result in parent/guardian being disallowed on campus.

Parent Signature

STUDENT'S COMMITMENT

We fully commit to Fortune School in the following ways:

- I will be in my classroom and ready to learn every day by 7:45 a.m.
- I will remain at Fortune School until my grade-level dismissal time.
- () I will attend any required Fortune School before/after school, intersession and/or summer school sessions.
- I will always work, think, and behave in the best way I know how, and I will do whatever it takes for me and my fellow students to learn. This also means that I will complete all my homework every night, I will call my teacher if I have a problem with the homework or a problem with coming to school, and I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to my parents, my teacher, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teacher or Principal and accept responsibility for my actions.
- I will always behave so as to protect the safety, interests and rights of all individuals in the classroom. This also means that I will always listen to all my Fortune School teammates and give everyone my respect.
- () I will wear a Fortune School uniform and follow the Fortune School dress code.
- () I am responsible for my own behavior, and I will follow my teacher's directions.

I understand that failure to adhere to these commitments can cause me to lose various Fortune School privileges.

Date

Date

3

FORTUNE S C H O O L

METHODS OF AGE VERIFICATION

The method of verifying a student's age may be evidenced in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child as prescribed by the Board of Directors. This is a non-exhaustive list of methods that can be utilized to prove a student's age.

IMMUNIZATION REQUIREMENTS FOR ENROLLMENT

Please check your immunization records to make sure all of the immunizations below are recorded.

5 Doses	Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) (4 doses OK if one was given on or after 4th birthday)
4 Doses	Polio (OPV or IPV) (3 doses OK if one was given on or after 4th birthday)
3 Doses	Hepatitis B
2 Doses	MMR (Measles, Mumps and Rubella) (Both given on or after 1st birthday)
2 Doses	Varicella (Chickenpox)
1 Dose	Tetanus, Diphtheria, Pertussis (Tdap) (Whooping cough booster usually given at ages 11 and up)



REX AND MARGARET FORTUNE EARLY COLLEGE HIGH SCHOOL *with* COSUMNES RIVER COLLEGE 2021-2022 ENROLLMENT PACKET

OVERVIEW

Fortune School, in partnership with Cosumnes River College and Cal Poly, San Luis Obispo, will open Rex and Margaret Fortune Early College High School in Fall 2017, starting with 9th grade. The school will be focused on providing scholars with Science, Technology, Engineering, Art and Math (STEAM) in order to position graduates for success in the new economy. Rex and Margaret Fortune Early College High School will be a small autonomous school that fully integrates high school, college and the world of work, allowing scholars to earn a high school diploma and an associates degree while meeting a-g requirements for transfer to the University of California or California State University systems.

ENROLLMENT PROCESS

Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021. In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment. Students who are currently enrolled in 8th grade at a Fortune School will not participate in the lottery, as they are automatically reserved a space.

If a lottery is not triggered after the February 12, 2021 open enrollment period, students will be enrolled on a first come, first served basis.



REQUIRED DOCUMENTS

Attend Enrollment Meeting *Note: It is recommended that the scholar attend with parent.

Student Application Pages 1 - 2

Proof of Birthdate See Page 3 for Requirements

Copy of Immunization Records See Page 3 for Requirements

Residence Verification

Personal Statement See directions and prompt to the right

Letter of Recommendation from a Principal or Teacher with Knowledge of the Student On School Letterhead or Attached Form on Page 4

Student Interview Scheduled After Above Items are Processed Please Return Completed and Signed Application Along with Supporting Documents to:



PERSONAL STATEMENT

Your personal statement will be used to help us get to know you better. This essay portion of the application helps us become acquainted with you on a more personal level and is an important step in the enrollment process. Your application is not complete without your personal statement and you will not be scheduled for the interview process until your personal statement has been processed.

Directions:

On separate sheet of paper, write your response to the following prompt. Your personal statement must <u>be at least five (5) paragraphs</u> in essay format, including an introduction, three body paragraphs, and a conclusion. It should be typewritten and double-spaced. If you do not have access to a computer or typewriter, you may neatly hand write your answers in blue or black ink. Your personal statement can be more than 5 paragraphs, but no more than two pages long. Please be sure to type or write your name on each page. Attach your personal statement to your application packet.

Please respond to the following prompt. Be sure to answer all questions within the prompt.

Why are you interested in attending Rex and Margaret Fortune Early College High School? Why do you think this school is a good fit for you to achieve your goals?

VIII.B.617.

2021 - 2022 STUDENT APPLICATION







SCHOLAR PERSONAL/DEMOGRAPHIC

GRADE APPLYING FOR: 9 10 11 12	ENROLLMENT MEETING COMPLETE		
Scholar Last Name	First Name	Middle Initial	
(Residence) Street Address	City	Zip	
(Mailing if different than above) Street Address	City	Zip	
Primary Contact Phone #: Home / Cell / Work	Date of Birth:	Gender: M / F	
Secondary Contact Phone #: Home / Cell / Work	Birth City:	Birth State:	
Previous School of Attendance:	Has the student ever attended a Fortune School? YES or NO		

PARENT/GUARDIAN CONTACTS

Resides with Student?: Y / N	Resides with Student?: Y / N		
Mother/Guardian First Name:	Father/Guardian First Name:		
Mother/Guardian Last Name:	Father/Guardian Last Name:		
Number and Street (if different than above):	Number and Street (if different than above):		
City: Zip:	City: Zip:		
Primary Contact Number: Home / Cell / Work	Primary Contact Number; Home / Cell / Work		
Secondary Contact Number: Home / Cell / Work	Secondary Contact Number: Home / Cell / Work		
Email Address:	Email Address:		
Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State	Parent Education Level (circle one): Graduate Degree or Higher College Graduate Some College or Associate Degree High School Graduate Not a High School Graduate Decline to State		
Occupation: Employer:	Occupation: Employer:		

 HOME LANGUAGE SURVEY: This information is essential in order to provide adequate instructional programs and services

 Which language did your son or daughter learn when he or she first began to talk? (PRIMARY LANGUAGE)

 What language does your son or daughter most frequently speak at home?

 What language do you use most frequently to speak to your son or daughter?

 Name the language most often spoken by the adults in the home:

 Was your child previously enrolled in ESL / Bilingual Program?

RESIDENCE: Where is your child/family current living? (check one)

This information is federally mandated for reporting purposes as part of the McKinney-Vento Assistance Act (42 U.S.C. §11431 et seq.)

-	In a single family residence (house, apartment, condo, mobile home)
	Temporarily double-up (sharing housing with other families/individuals due to hardship)
	In a shelter or transitional housing program, motel/hotel, car, RV or a campsite
1	At another location (please specify):

ETHNICITY: Is the student Hispanic or Latino? (check only one)

Note: The information collected in regard to ethnicity is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

YES, Hispanic or Latino
NO, not Hispanic or Latino

The above part of the question is about ethnicity, not race. No matter what you selected above,

YOU MUST CONTINUE TO ANSWER THE FOLLOWING by marking one or more boxes.

Note: The information collected in regard to race is being collected for data purposes only and school officials will not use the information to make admission decisions. The standards for classification of race and data mirror those standards used by the federal government for determining ethnicity and race.

RACE: What is the race of this student? (check one or more)

American Indian or Alaskan Native *	Asian Indian	Black or African American
Cambodian	Chinese	Filipino
Guamanlan	Hawailan	Hmong
Japanese	Korean	Laotian
Other Asian	Other Pacific Islander	Samoan
Tahitian	Vietnamese	White**
Other:		

Name(s) of Brothers and Sisters

Last Name	First Name	First Name	Gender	Current School	Grade Level
administration of the second					

Instructional Programs Information

Has Your Child Ever Been Retained? Y / N If So, What Grade?

SIGN AND DATE THIS APPLICATION BEFORE SUBMISSION

I affirm, to the best of my knowledge, that the above information is correct and that I will notify the school each time there is a change in any of this information.

Parent/Guardian Signature

NOTE: Only a complete enrollment packet can be considered for enrollment. Open enrollment ends February 12, 2021

In the event that the number of students seeking admission to any grade level exceeds capacity, a lottery will be held. It will be completed by pulling slips of paper with applicants' names on them out of a container, and the drawing will be held in a public forum. All eligible names will be drawn from the container and those exceeding the number of available spaces will be placed on a waiting list in the order drawn. Fortune School may grant priority in admissions to current students and residents of Sacramento County, as provided in current law. The school may also grant admission preference to siblings of existing pupils and children of school faculty, provided that students admitted under any such preference shall not constitute more than 10 percent of the school's total enrollment.

Students who are currently enrolled will not participate in the lottery, as they are automatically reserved a space

NOTICE OF NON DISCRMINATORY POLICY

Fortune School will not discriminate based on any of the characteristics found in Education Code 220: 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 in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

VIII.B.619.

2

Date (MM/DD/YY)

FORTUNE S C H O O L

METHODS OF AGE VERIFICATION

The method of verifying a student's age may be evidenced in the form of a certified copy of a birth record or a statement by the local registrar or a county recorder certifying the date of birth, or a baptism certificate duly attested, or a passport, or, when none of the foregoing is obtainable, an affidavit of the parent, guardian, or custodian of the minor, or any other appropriate means of proving the age of the child as prescribed by the Board of Directors. This is a non-exhaustive list of methods that can be utilized to prove a student's age.

IMMUNIZATION REQUIREMENTS FOR ENROLLMENT

Please check your immunization records to make sure all of the immunizations below are recorded.

5 Doses	Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) (4 doses OK if one was given on or after 4th birthday)
4 Doses	Polio (OPV or IPV) (3 doses OK if one was given on or after 4th birthday)
3 Doses	Hepatitis B
2 Doses	MMR (Measles, Mumps and Rubella) (Both given on or after 1st birthday)
2 Doses	Varicella (Chickenpox)
1 Dose	Tetanus, Diphtheria, Pertussis (Tdap) (Whooping cough booster usually given at ages 11 and up)

3

RECOMMENDATION FORM



tudent Last Name:	First Name:			and the second second	u
RINCIPAL/COUNSELOR/TEACHER RECOMMEN	DATION				
On a scale of 1 to 5, (1 being the lowest), please rate the Student's desire (not the parent) to attend Early College High School:	0	∩	3	4	5
Does this student qualify as high potential?				YES	NO
Is this student ready to concurrently perform well in High School a	nd college classes?			YES	NO
Is this student self-motivated to attend an Early College High Scho and do college level work?	ol			YES	NO
his student will be expected to behave in a mature and respect lease describe any positive/negative behaviors you have obser	ful way at all times. ved.				
			- (islabe-ter)	on plan - uno	1910 - Sta
himmed himmed					
Print Name	Signature				
Print Name	Signature School Site		Di	ate	

4

APPENDIX 14

DISCIPLINE MATRIX

The purpose of this matrix is to ensure that our schools are a safe and orderly environment in which learning is not jeopardized by disruptions. Each teacher provides students with a clear set of classroom rules and expectations and will administer consequences for minor offenses within the classroom. A discipline referral will result if students do not correct classroom misbehavior. The following matrix contains consequences that shall be administered if classroom behavior is not corrected or more serious actions occur. The type of discipline will depend upon the student's disciplinary background and the seriousness of the student's action. The disciplinary action outlined below serves as the required disciplinary action to be taken by administration. The principal may not modify disciplinary action at his/her discretion. Other actions not listed will be reviewed on a case-by-case basis. Multiple or repetitive violations of behavior rules may result in suspension and/or expulsion. All documentation required under the Discipline Matrix will become part of the scholars' disciplinary record.

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

Discipline Matrix Key:

LD = Lunch Detention	*ISS = In-School	*OSS = Out-of-School	*CTE = Commitment to
	Suspension	Suspension	Excellence Contract
*SST = Student Study Team	*SS- Saturday School		

Level Actions	First	Second	Third	Fourth	Fifth
	Occurrence	Occurrence	Occurrence	Occurrence	Occurrence
Dress Code	Office calls				
Violation, Clothes	parent to provide				
	change of				
See reference guide	clothes.	clothes.	clothes.	clothes.	clothes.
following discipline					
matrix.	Dress Code				
	Violation Slip to				
	be signed by				
	parent and				
	returned next				
	day.	day.	day.	day.	day.
	,	,	,	,	,
			Parent	Parent	Parent
			Conference;	Conference;	Conference;
			re-sign CTE.	re-sign CTE.	re-sign CTE.
			5	Ŭ	5
			LD (1 day)	LD (1 day)	LD (I day)
					× //
Dress Code	Dress Code	Dress Code	Dress Code	Dress Code	Dress Code
Violation, Other	Violation Slip to				
	be signed by				
See reference guide	parent and				
following discipline	returned next				
matrix	dav.	dav.	dav.	day.	dav.
	,.	,*	,.	,	,.

	Confiscate item	Confiscate item	Parent	Parent	Parent
	& return to	& return to	Conference:	Conference:	Conference;
	parent (ONLY).	parent (ONLY).	re-sign CTE.	re-sign CTE.	re-sign CTE.
	F		0	5	Ū
			LD (I day)	LD (I day)	LD (I day)
			Confiscate item	Confiscate item	Confiscate item
			& return to	& return to	& return to
			parent (ONLY).	parent (ONLY).	parent (ONLY).
Possession of	Confiscate item.	Confiscate item	Confiscate item.	Confiscate item.	Possible
Prohibited Item(s)	Return to parent.	Return to parent.	Item will remain	Item will remain	suspension for
			in the possession	in the possession	certain
See reference guide	Behavior Referral	Behavior Referral	of the school	of the school	prohibited items
following discipline	to be signed by	to be signed by	until the end of	until the end of	(i.e., controlled
matrix.	parent and	parent and	the trimester or	the trimester or	substance,
	returned next	returned next	discarded,	discarded,	firearm, knife,
	day.	day.	depending on	depending on	explosive, or
			item. School is	item. School is	dangerous
		Parent	not responsible	not responsible	object).
		Conference.	for lost or stolen	for lost or stolen	
			items.	items.	
			Demant	Parant	
			Conformation	Conformation	
			Conference.	Comerence.	
			LD (Uay).	[[] [] [] [] [] [] [] [] [] [
			l loss of privileges		
			(i.e. assemblies.		
			etc.).		
Level 2 Actions	First	Second	Third	Fourth	Fifth
	Occurrence	Occurrence	Occurrence	Occurrence	Occurrence
Disruptive Behavior,	Behavior Referral	Behavior Referral	Behavior Referral	Behavior Referral	Possible OSS
including Horseplay	to be signed by	to be signed by	to be signed by	to be signed by	suspension – (1 –
	parent and	parent and	parent and	parent and	3 days) grades 9-
See reference guide	returned next	returned next	returned next	returned next	12 only.
following discipline	day.	day.	day.	day.	
matrix.					
	Parent called or	LD (I day).	LD (2-3 days).	SS (1-2 days) –	
	emailed.			grades K-3 only.	
		Parent	Parent		
		Conference;	Conference.	ISS (1-2 days) –	
		re-sign CTE.		grades 4-12 only.	
			Develop and		
			Implement	Parent	
			Behavioral	Conterence;	
			Contract to	Inform parent	
				that next offense	
			Benavioral		
			interventions to	suspension.	
1	1	1		1	Į

			Address	Revisit Behavioral	
			Mishehavior	Contract and	
				Behavioral	
			Loss of privileges	Interventions to	
			(i.e. assemblies	Address	
			(i.e. assemblies,	Mishehavior	
			etc.j.	1 hsberlavior	
			Referral to SST.	Referral to SST.	
Inappropriate/	Behavior Referral	Behavior Referral	Behavior Referral	Behavior Referral	OSS (1-2 days)
Disrespectful	to be signed by	to be signed by	to be signed by	to be signed by	recorded on
Language and/or	parent and	parent and	parent and	parent and	student's
Material including	returned next	returned next	returned next	returned next	permanent
Viewing and/or	day.	day.	day.	day.	record (if
Sending					student's
Inappropriate	Parent called or	Parent	LD (1-2 days).	LD (1-3 days).	conduct is an
Material from the	emailed.	Conference;			obscene act or
Internet		re-sign CTE.	Parent	Parent	student engages
		-	Conference.	Conference;	in habitual
See reference guide		LD (I day).		inform parent	profanity or
following discipline			Develop and	that next offense	vulgarity).
matrix.			Implement	is OSS.	
			Behavioral		
			Contract to	Referral to SST.	
			Provide		
			Behavioral	Revisit Behavioral	
			Interventions to	Contract and	
			Address	Behavioral	
			Misbehavior.	Interventions to	
				Address	
			Loss of privileges	Misbehavior.	
			(i.e. assemblies,		
			etc.).		
Defiance	Behavior Referral	Behavior Referral	Behavior Referral	Behavior Referral	Behavior Referral
	to be signed by	to be signed by	to be signed by	to be signed by	to be signed by
See reference guide	parent and	parent and	parent and	parent and	parent and
following discipline	returned next	returned next	returned next	returned next	returned next
matrix.	day.	day.	day.	day.	day.
	Parent called or	Parent	ISS (1 day) –	ISS (3 days) –	OSS (1-3 days) –
	emailed.	Conference;	grades 4-12 only.	grades 4-12 only.	grades 9-12 only.
		re-sign CTE.			
	LD (I day).		Parent	Parent	Referral to SST.
		Loss of privileges	Conference.	Conference.	
		(i.e. assemblies,			
		etc.).	Loss of privileges	Loss of privileges	
			(i.e. assemblies,	(i.e. assemblies,	
		Referral to SST.	etc.).	etc.).	
		Develop and	Referral to SST.	Referral to SST.	
		Implement			
		Behavioral	Kevisit Benavioral	Revisit Benavioral	
		Contract to	Contract and	Contract and	

		<u></u> г	Dalaad I I	Deheudens!	
		Provide	Behavioral	benavioral	
		Behavioral	Interventions to	Interventions to	
		Interventions to	Address	Address	
		Address	Misbehavior	Misbehavior	
		Misbehavior			
			LD (1-3 days)		
		LD (1-2 days).		LD (I-4 days)	
Level 3 Actions	First Occurrence	Second Occurrence	Third Occurrence	Fourth Occurrence	Fifth Occurrence
Harassment/	Behavior Referral	Behavior Referral	Behavior Referral	Expulsion.	
Rullving/Hazing/	to be signed by	to be signed by	to be signed by	•	
Extortion or Robberg	parent and	parent and	parent and		
EALOR GOIL OF RODDERY	returned nevt	returned next	returned next		
Saa roforonco guido	day	dav	day.		
See reference guide	uay.	uay.	su).		
rollowing discipline	Percent colled on	Parent	Parent		
matrix.	Farent called or	Conformation	Conference		
	emailed.	Conterence;	(both familias)		
		re-sign CTE.	(bour lamiles).		
	Loss of privileges	\ \/			
	(I.e. assemblies,	vvritten	Uss (s-5 days).		
	etc.).	assignment on	Defermel : COT		
		bullying.	Referral to SST.		
			Devent		
1		LD (1-2 days).	rarent		
			Conterence.		
		Loss of privileges			
		(i.e. assemblies,	Revisit Behavioral		
		etc.).	Contract and		
1			Behavioral		
		Develop and	Interventions to		
		Implement	Address		
		Behavioral	Misbehavior.		
		Contract to			
		Provide	Possible		
		Behavioral	expulsion.		
1		Interventions to			
		Address	1		
		Misbehavior			
		Referral to SST			
Affectionate	Behavior Referral	Behavior Referral	Behavior Referral	Behavior Referral	Expulsion
Bohaviar Correl	to be signed by	to he signed by	to be signed by	to be signed by	
Denavior/ Sexual	baront and	parent and	parent and	parent and	
Denavior	parent and	returned next	returned nevt	returned next	
				dav	
See reterence guide	day.	uay.	uay.	Juj.	
tollowing discipline				Parant	1
matrix.	Parent called or	55 (2 – 3 days).	155 (2-3 days) -	Farent	
	emailed.		grades 4-12 only	Conterence.	
		Parent	(i.e., sexual		
	LD (1-3 days).	Conference.	assault/battery or	Revisit Behavioral	
			obscene act).	Contract and	

		Loss of privileges (i.e. assemblies, etc.).	Parent Conference. Loss of privileges (i.e. assemblies, etc.). Develop and Implement Behavioral Contract to Provide Behavioral Interventions to Address Misbehavior Referral to SST.	Behavioral Interventions to Address Misbehavior. OSS (3-5 days) (i.e., sexual assault/battery or obscene act). Loss of privileges (i.e. assemblies, etc.). Referral to SST.	Robaviar Poformal
Cheating/ Plagiarism/Copying/ Forgery See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. LD (I day). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Completion of alternative assignment for no credit.	Behavior Referral to be signed by parent and returned next day. Parent Conference; re-sign CTE. LD (1-2 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment.	Behavior Referral to be signed by parent and returned next day. LD (1-3 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.	Behavior Referral to be signed by parent and returned next day. LD (1-4 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.	Behavior Referral to be signed by parent and returned next day. LD (1-5 days). Loss of privileges (i.e. assemblies, etc.). Zero on test/ assignment. Parent Conference.
Skipping Class(es), School, and/or Leaving Class without Permission See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. Parent called or emailed. LD (I day).	Behavior Referral to be signed by parent and returned next day. SS (1 – 2 days). LD (1-2 days). Parent Conference.	Behavior Referral to be signed by parent and returned next day. LD (1-3 days) Parent Conference; Re-sign CTE.	LD (I-4 days) SS (I-2 days) Referral to SART.	LD (I-5 days) SS (2-3 days) Referral to SARB.

		Referral to SCT			
Damage to Property	Behavior Referral	Parent	Parent	Expulsion.	
(Vandalism)/	to be signed by	Conference.	Conference.	-	BC CONTRACTOR
Stealing or	parent and				
Attempting to Steal/	returned next	ISS (1- 3 days) –	OSS (1-3 days) –		
	day.	grades 4-12 only.	grades 4-12 only.		
See reference guide					
following discipline	Parent called or	Loss of privileges	Loss of privileges		
matrix.	emailed.	(i.e. assemblies,	(i.e. assemblies,		
		etc.).	etc.).		
	LD (1-5 days:				
	clean/ repair	In the case of a	In the case of a		
	property).	student who	student who		
		willfully damages	willfully damages		
	Loss of privileges	or refuses to	or refuses to		
	(i.e. assemblies,	return private or	return private or		
	etc.).	school property,	school property,		
		the parent will be	the parent will be		
	In the case of a	liable for all	liable for all		
	student who	damages and/or	damages and/or		
	willfully damages	the return of the	the return of the		
	or refuses to	property	property		
	return private or				
	school property,	Referral to SST.	Possible		
	the parent will be	Destitute	Expuision.		
	liable for all	Possible			
	damages and/or	Expuision.			
	the return of the				
	property.				
	100 (1 4-11)				
	ISS (I Day)				
	grades 4-12 only.				
	Possible				
	Evolution				
Laurel (A etiane	Expuision.	Second	Third	Fourth	Fifth
Level 4 Actions	PIESE	Occurronco	Occurrence	Occurrence	Occurrence
	Occurrence	Occurrence	Vecarrence	Ceurrenee	

Arson/Bomb					
	expuision.				
Ihreats					
	Law enforcement				
See reference guide	notified.				
following discipline					
matrix.					
		-			
Possession and/or	OSS (5 days)	Expulsion.			
Use of Controlled					
Substance/Alcohol	Law Enforcement	Law enforcement			
or any Intoxicant	notified.	notified.			
-					
See reference guide	Possible				
following discipling	expulsion				
matrix	CAPUISION.				
111au 17.	Referral to CCT				
D 1/		Parant	Parent	Parent	Expulsion
rossession and/or	Contiscate item.	Conformer	Conforence	Conference	
Use of Tobacco or	Return to parent.	Conterence.	Comerence.	Comerence.	l
Nicotine Products					
	Behavior Referral	155 (1- 3 days).	Develop and	Revisit Behavioral	
See reference guide	to be signed by		Implement	Contract and	
following discipline	parent and	Loss of privileges	Behavioral	Behavioral	
matrix.	returned next	(i.e. assemblies,	Contract to	Interventions to	
	day.	etc.).	Provide	Address	
		,	Behavioral	Misbehavior.	
			Interventions to	ļ	
			Address	OSS (3-5 days)	
			Mishehavior	- (
	1			Referral to CCT	
			055 (1.3)		
			000 (1-0 uays)		
Selling a Controlled	Expulsion.				
Substance	Ι.				
	Law enforcement				
See reference guide	notified.				
following discipline					
matrix.					
matrix.			D-Latin 2 (Evendet	
matrix. Fighting/ Fight	Behavior Referral	Behavior Referral	Behavior Referral	Expulsion	
matrix. Fighting/ Fight Instigation or	Behavior Referral to be signed by	Behavior Referral to be signed by	Behavior Referral to be signed by	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to	Behavior Referral to be signed by parent and	Behavior Referral to be signed by parent and	Behavior Referral to be signed by parent and	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to	Behavior Referral to be signed by parent and returned next	Behavior Referral to be signed by parent and returned next	Behavior Referral to be signed by parent and returned next	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day.	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another	Behavior Referral to be signed by parent and returned next day.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days)	Behavior Referral to be signed by parent and returned next day. OSS (5 days)	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another	Behavior Referral to be signed by parent and returned next day. ISS (3 days).	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days).	Behavior Referral to be signed by parent and returned next day. OSS (5 days)	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days).	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following division	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference;	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behaviors	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behavioral	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behavioral Contract to	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral Interventions to	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behavioral Contract to Provide	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral Interventions to Address	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behavioral Contract to Provide Behavioral	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral Interventions to Address Misbehavior	Expulsion	
matrix. Fighting/ Fight Instigation or Cause/Attempt to Cause/Threaten to Cause Physical Injury to Another See reference guide following discipline matrix.	Behavior Referral to be signed by parent and returned next day. ISS (3 days). Parent Conference; re-sign CTE.	Behavior Referral to be signed by parent and returned next day. OSS (2-3 days). Develop and Implement Behavioral Contract to Provide Behavioral Interventions to	Behavior Referral to be signed by parent and returned next day. OSS (5 days) Revisit Behavior Contract and Behavioral Interventions to Address Misbehavior	Expulsion	

Г Г	Ι	Address			
		Mishehavior	Parent		
			Conference		
		Referral to SST	inform parents		
			that next offense		
		Parent	will result in		
		Conference;	expulsion.		
		inform parents			
		that next offense			
		will result in 5-			
		day OSS.			
Assault/Battery	Expulsion.				
upon any School					
Employee	Law Enforcement				
	Notified.				
See reference guide					
ronowing discipline					
Sexual Account on	$OSS(3_5 down)$	Expulsion			
Attempting to					
Commit Sexual	Possible	Law Enforcement			
Assault or Sexual	Expulsion.	Notified.			
Battery	'				
	Law Enforcement				
	Notified.				
Weapons:	OSS (3-5 days)	Expulsion.			
Possession of a					
Knife, Imitation	Item confiscated	Law Enforcement			
Firearm or Other		Notified.			
Dangerous Object	Law Enforcement				
	notified.				
See reterence guide					
	Referral to SST				
Weapons'	Item confiscated				
Brandishing Knife at					
Another Person	Law Enforcement				
	notified.				
	Expulsion.				
Weaponst	Item confiscated				
Possession of	nom comscated.				
Firearm. or an	Law enforcement				
Explosive	notified.				
See reference guide	Expulsion.				
following discipline					
matrix.					

Revised April 5, 2021

Discipline Matrix Reference Guide

Description of Infractions

Affectionate/Sexual Behavior

- 1. Sexual Harassment unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:
 - a. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
 - b. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
 - c. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
 - d. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.
 - 2. Sexual Behavior (obscene act, lewd behavior, indecent exposure) Sexual contact, including intercourse, without force or threat of force and where victim is capable of giving consent. Exposing an individual to lewd, sexual behavior, or actions.
 - 3. Sexual Battery (attempted or forcible penetration) Forced oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

Arson/Bomb Threats

- 1. Arson the willful and malicious burning of any part of a building or its contents
- 2. Bomb threat any such communication(s) directed at a school employee which has the effect of interrupting the educational environment.

Assault/Battery including Staff Directed Assault

1. The intentional, unlawful threat by word or act to do violence to the person of another coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.

Damage to Property (Vandalism)/Stealing/Unauthorized entry of use of school facility

- 1. Damage to Property destruction of and/or causing damage to personal and/or school property, which may include, but is not limited to electronic files and data bases.
- 2. Stealing obtaining property by fraud; taking dishonestly and/or knowingly receiving stolen school property or private property.

Defiance

- 1. Disrespectful Speech/Action lacking proper speech, discourteous, rude, non-verbal, disregard for authority, uncontrolled behavior, and negative performing of conduct.
- 2. Failure to follow classroom rules misconduct dealing with the classroom rules as determined by the teacher while student is in said classroom.
- 3. *Insubordinate* not submitting to authority; disobedient; failure to follow reasonable request by Fortune School employee; not telling the truth when requested by a Fortune School employee.
- 4. Staff directed profanity.

Disruptive Behavior
- 1. Disruptive behavior-Student behavior that hinders the teaching process, the learning process, the school's safety, climate, property, and well-being of others in the environment.
- 2. Horseplay rowdy, rough, or boisterous play; play fighting.

Dress Code Violation (clothes)

 Violations of the Fortune School "Everyday"; "Dress"; and/or "Spirt" uniform dress code requirements, as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Dress Code Violation (other)

 Violations of the other requirements of the Dress Code (i.e., jewelry, bracelets, piercings, make-up, etc.) as set forth in the Dress Code above, will result in the corresponding consequence(s) identified in the Discipline Matrix, above.

Controlled Substance and Alcohol (possession and/or use)

1. Controlled Substance – possession, use, or under the influence of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Controlled Substance and Alcohol (sale)

1. Unlawful Sale of Controlled Substance – any unlawful exchange of a controlled substance, as defined above, alcoholic beverage, or an intoxicant of any kind for money or currency or an exchange of services.

Fighting/Fight Instigation

- 1. Fighting Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon another person, except in self-defense.
- 2. Fight instigation a person instigating, inciting, or encouraging a fight or confrontation between or among other individuals.

Harassment//Bullying/Extortion

- 1. Harassment where a student has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- 2. Bullying where a student engages in an act of bullying including, but not limited to, bullying committed by means of an electronic act. The following shall apply to bullying:
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

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

Inappropriate/Disrespectful/Violent Language and/or Material

I. Indecent, lewd, extremely "dirty" language or material; disgustingly "filthy" language or materials,

VIII.B.632.

including, but not limited to, pictures, videos, paintings, internet websites, etc.

2. Profanity, foul language, or obscene material.

Plagiarism / Cheating

Plagiarism occurs when a student uses another writer's work without giving credit for the source. Plagiarism typically occurs in school situations in the following ways:

- A student uses the author's words without using quote marks around the material.
- A student uses an electronic source (internet, TV, lyrics) without citing the source.
- A student uses the author's ideas or information without giving credit for the material (known in the academic world as "citing the source").
- A student does both—uses the author's words and ideas without citing the source.

Cheating can take many forms but always involves taking information from another student or individual. Examples of cheating can include but are not limited to:

- taking answers on a test, homework, or quiz from another student or other source, with or without his/her knowledge;
- collaboration on assignments such as taking or sharing answers without teacher permission;
- obtaining test answers and/or questions from other students in advance of an exam;
- stealing test materials from a teacher's belongings;
- falsifying grade reports or changing a grade book;
- taking pictures of an exam and forwarding the pictures to anyone;
- texting answers or questions to anyone.

Cheating can be accomplished by several means, including but not limited to: deception, theft, talking, signs, gestures, copying, use of unpermitted study aids such as "cheat sheets," and threats to other students.

Prohibited Items

- Weapons or toy weapons
- Soda, high-sugar drinks
- Candy, gum or sunflower seeds
- Unhealthy snacks (Hot Cheetos, Takis)
- Electronic toys & gaming devices
- Cash in excess amounts
- Sunglasses; non-prescription glasses
- Baseball caps or "do" rags

- Alcohol, tobacco, or any illegal substance
- Toys, stuffed animals or dolls
- Fast food; Starbucks; every drinks
- Cellular telephones, smart or toy watches
- Vulgar/inappropriate stickers and logos
- Inappropriate magazines / books
- Denim clothing of any kind
- Permanent markers, compact mirrors

*Fortune School of Education, or its employees will not be held liable for lost or stolen property. If parents choose to have their student carry a cellular telephone to and from school for safety purposes, the students must check the phone in daily with their teacher. The student may check out the phone at the end of the day.

Public Displays of Affection

Kissing	Holding Hands	Fondling
Cuddling	Inappropriate Touching	Rubbing/ Massaging
Caressing/ Stroking/ Petting	Sitting on each other's laps	Excessive Hugging

Weapons: Knives, Firearms, Explosives, or Other Destructive Device

Knife – means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than $3 \frac{1}{2}$ inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

Firearm – means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. Such term does not include an antique firearm or a rifle intended solely for sporting, recreational, or cultural purposes; any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned as a signaling, pyrotechnic, line throwing, safety, or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10; any Class-C common fireworks that are not included in the definition of weapon.

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

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

California Department of Education Charter Schools Division Revised October 2019

APPENDIX 15

Charter School Complaint Notice and Form

Instructions for Charter Schools:

Add your charter school authorizer information to the form before sharing with parents and posting to your website by completing the five blank fields on the following page under the section titled **Complaint Procedures**. The completed section will look similar to this:

Name of Charter School Authorizer Street Address City, State, and Zip Code Email Phone

If you have questions about completing this form, please contact the Charter Schools Division by phone at 916-322-6029 or via email at <u>charters@cde.ca.gov</u>.

Information for Parents:

Please review the information on the Charter School Complaint Notice web page at <u>https://www.cde.ca.gov/sp/ch/cscomplaint.asp</u> for information on how to obtain the correct form from your charter school.

Charter School Complaint Notice

California Education Code Requirements

California *Education Code* (*EC*) Section 47605(d)(4) (<u>https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=47605&lawCode=EDC</u>) states the following:

- A charter school shall not discourage a pupil from enrolling or seeking to enroll in a charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics:
 - Academically low-achieving
 - Economically disadvantaged (determined by eligibility for any free or reduced price meal program)
 - English learner
 - Ethnicity
 - Foster youth
 - Homeless
 - Nationality
 - Neglected or delinquent
 - Race
 - Sexual orientation
 - Pupils with disabilities
- A charter school shall not request a pupil's records or require the parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment.
- A charter school shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason (except for suspension or expulsion).
- This notice shall be posted on a charter school's Internet website and a charter school will provide copies of this notice (1) when a parent, guardian, or pupil inquires about enrollment; (2) before conducting an enrollment lottery, and (3) before disenrollment of a pupil.

Complaint Procedures

In order to submit a complaint, complete the Charter School Complaint Form and submit the form to the charter school authorizer, electronically or in hard copy, to the following location:

Sacramento County Office of Education

10474 Mather Blvd

Mather, CA 95655

nherota@scoe.net

916-228-2500

VIII.B.636.

Charter School Complaint Form

Name:	Email Address:	
Mailing Address:		
Date of Problem:	Phone Number:	
Charter School (include address):		

California *Education Code* (*EC*) Section 47605(d)(4) allows a parent or guardian to submit a complaint to the charter school authorizer when a charter school discourages a pupil's enrollment, requires records before enrollment, or encourages a pupil to disenroll. Please identify the basis for this complaint below, with specific facts, which support your complaint.

Basis of complaint (check all that apply):

□ Pupil was discouraged from enrolling or seeking to enroll in the charter school.

□ Records were requested to be submitted to the charter school before enrollment.

Pupil was encouraged to disenroll from the charter school or transfer to another school.

Please provide further details:

Please file this complaint with the authorizer of the charter school listed on the preceding page electronically or in hard copy.

2020-2021	Module 1-30 days	Module 2-40 days	Module 3- 32 days	Module 4- 34 days	
Module Focus	Building Literacy in a Collaborative Classroom	Learning through Science and Story	Research to Build Knowledge and Teach Others	Contributing to the Community	
Module Topic	Toys and Play	Weather Wonders	Threes and Alive	Enjoying and Appreciating Trees	
Central Student Texts	 Have Fun, Molly Lou Mellon Llama, LLama, Time to Share 	 Come On, Rain! The Snowy Day Weather Words and What They Mean 	 Be a Friend to Trees What's Alive 	 A Tree for Emmy A Tree is Nice Oliver's Tree 	
End date	Unit 1: September 17 Unit 2:October 6 Unit 3: October 28	Unit 1: January 4 Unit 2:February 3 Unit 3:March 9	Unit 1: April 15 Unit 2: May 6 Unit 3:June 3	Unit 1: Unit 2: Unit 3:	
Unit days	Unit 1: 7 days	Unit 1: 13 days	Unit 1: 8 days	Unit 1: 9 days	
	Unit 2:10 days	Unit 2:15 days	Unit 2:12 days	Unit 2:10 days	
	Unit 3: 13 days	Unit 3: 12 days	Unit 3: 12 days	Unit 3: 15 days	
Standards All supporting Reading, Language, and Speaking & Listening standards from previous units within each module are continued in Unit 3 for the Module					
End of Unit Assessment & Module	Targets (CCSS explicitly taught and assessed): RL.K.1, RL.K.7, W.K.1, W.K.8, SL.K.1, S.L.K.3	Targets: (standards taught and assessed): W.K.3, W.K.5, L.K.1a, L.K.2a, L.K.2c, L.K.2d, and L.K.6	Targets (CCSS and NGSS explicitly taught and assessed): W.K.2, W.K.5, W.K.8; K-LS1-1	Targets (CCSS explicitly taught and addressed): W.K.1, W.K.5, W.K.6, W.K.8, L.K.2a, L.K.2b	

EL Education: Grade K Module Block

Performance Task				
		Reading-Foundational Sk	ills	
Cycle 1-4	Reading-Foundational SI RF.K.1: Demonstruct C. Follow words from left D. Recognize that spoker E. Understand that words F. Recognize and name of RF.K.2: Demonstruct A. Recognize and product B. Count, pronounce, bler C. Blend and segment or D. Isolate and pronounce (consonant-vowel-consol E. Add or substitute indiv RF.K.3: Know and A. Demonstrate basic know sound or many of the model B. Associate the long and C. Read common high-fr D. Distinguish between si RF.K.4: Read emelling L.K.1: Demonstrate writing or speakin A. Print many upper- and L.K.2: Demonstrate spelling when writ C. Write a letter or letters D. Spell simple words pho-	kills ate understanding of the organize to right, top to bottom and page in words are represented in writt is are separated by spaces in pri- call upper- and lowercase letters ate understanding of spoken works ate initial, medial vowel, and fir pasts and rimes of single-syllable the initial, medial vowel, and fir pasts and rimes of single-syllable idual sounds (phonemes) in sim apply grade-level phonics and owledge of one-to-one letter-sc ost frequent sounds for each co d short sounds with the commor equency words by sight (e.g. the imilarly spelled words by identify rgent-reader texts with purpose e command of the conventions and d lowercase letters. the command of the conventions ting. s for most consonant and short- onetically, drawing on knowledg	zation and basic features of ge by page. en language by specific se int. of the alphabet. ords, syllables, and sounds oken words. e spoken words. nal sounds (phonemes) in the s not include CVC words en tople, one-syllable words to word analysis skills in deco bund correspondences by ponsonant. In spellings (graphemes) for e, of, to, you, she, my, is, and ying the sounds of the letter e and understanding. of standard English gramm of standard English capitor -vowel sounds (phonemes) ge of sound-letter relations	of print. quences of letters. (phonemes). three-phoneme ding with /l/, /r/, or /x/.) make new words. oding words. oroducing the primary r the five major vowels. e, do, does). ers that differ. nar and usage when alization, punctuation, and h.

Cycle 5-11	 Reading-Foundational Skills RF.K.1: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with ///, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. P. RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by praducing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read emergent-reader texts with purpose and understanding. Language L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Print many upper- and lowercase letters. L.K.2: Demonstrate command of the conventions of standard English capitalization, punc
Cycle 12-18	 Reading-Foundational Skills RF.K.1: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters.

	 C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words. B. Count, pronounce, blend, and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read emergent-reader texts with purpose and understanding. Language L.K.2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print many upper- and lowercase letters. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Cycle 19-25	 Reading-Foundational Skills RF.K.1: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet. RF.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Recognize and produce rhyming words.

 B. Count, pronounce, blend and segment syllables in spoken words. C. Blend and segment onsets and rimes of single-syllable spoken words. D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC words ending with /l/, /r/, or /x/.) E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. C. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. RF.K.4: Read emergent-reader texts with purpose and understanding.
 L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 A. Print many upper- and lowercase letters. L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Write a letter or letters for most consonant and short-vowel sounds (phonemes). D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

ELA-Kinder: First Trimester/Second Trimester/Third Trimester

Week	Module	Module Assessment	Skills Block	Skills Block Assessment
September 8-10	Monday: Holiday		Monday: Holiday	-
	Tuesday: Module1: Unit 1: Lesson 1		Tuesday: Module 1:Cycle 1: Lesson 1	
	Wednesday: Module 1: Unit 1: Lesson 2		Wednesday: Module 1:Cycle 1: Lesson 2	
	Thursday: Module 1: Unit 1: Lesson 3		Thursday: Module 1:Cycle 1: Lesson 3	
September 14-17	Monday: Module 1:Unit 1: Lesson 4	MobyMax Reading	Monday: Module 1:Cycle 1: Lesson 4	MobyMax Progress Report
	Tuesday: Module 1:Unit 1: Lesson 5	Comprehension Progress	Tuesday: Module 1:Cycle 1: Lesson 5	
	Wednesday: Module 1: Unit 1: Lesson 6	Report	Wednesday: Module 1:Cycle 2: Lesson 6	
	Thursday: Module 1: Unit 1: Lesson 7		Thursday: Module 1:Cycle 2: Lesson 7	
September 21-24	Monday: Module 1:Unit 2: Lesson 1	MobyMax Reading	Monday: Module 1:Cycle2:: Lesson 8	MobyMax Progress Report
	Tuesday: Module 1: Unit 2: Lesson 2	Comprehension Progress	Tuesday: Module 1:Cycle 2: Lesson 9	
	Wednesday: Module 1: Unit 2: Lesson 3	Report	Wednesday: Module 1:Cycle 2: Lesson 10	
	Thursday: Module 1: Unit 2: Lesson: 4		Thursday: Module 1:Cycle 2: Lesson 11	
September 28-October 1	Monday: Module 1: Unit 2: Lesson: 5	MobyMax Reading	Monday: Module 1:Cycle2:: Lesson 12	MobyMax Progress Report
	Tuesday: Module 1:Unit 2: Lesson 6	Comprehension Progress	Tuesday: Module 1:Cycle 2: Lesson 13	
	Wednesday: Module 1: Unit 2: Lesson 7	Report	Wednesday: Module 1:Cycle 2: Lesson 14	
	Thursday: Module 1: Unit 2: Lesson 8		Thursday: Module 1:Cycle 2: Lesson 15	
October 5-8	Monday: Module 1: Unit 2: Lesson: 9	MobyMax Reading	Monday: Module 1:Cycle 3: Lesson 16	MobyMax Progress Report
	Tuesday: Module 1:Unit 2: Lesson 10	Comprehension Progress	Tuesday: Module 1:Cycle 3: Lesson 17	
	Wednesday: Module 1: Unit 3: Lesson 1	Report	Wednesday: Module 1:Cycle 3: Lesson 18	
	Thursday: Module 1: Unit 3: Lesson 2		Thursday: Module 1:Cycle3:: Lesson 19	
October 12-15	Monday: Module 1: Unit 3: Lesson 3		Monday: Module 1:Cycle 3: Lesson 20	MobyMax Progress Report
	Tuesday: Module 1: Unit 3: Lesson 4	MobyMax Reading	Tuesday: Module 1:Cycle 4: Lesson 21	
	Wednesday: Module 1: Unit 3: Lesson 5	Comprehension Progress	Wednesday: Module 1:Cycle 4: Lesson 22	
	Thursday: Module 1: Unit 3: Lesson 6	Report	Thursday: Module 1:Cycle 4: Lesson 23	
October 19-22	Monday: Module 1: Unit 3: Lesson 7	MobyMax Reading	Monday: Module 1:Cycle 4: Lesson 24	MobyMax Progress Report
	Tuesday: Module 1: Unit 3: Lesson 8	Comprehension Progress	Tuesday: Module 1:Cycle 4: Lesson 25	
	Wednesday: Module 1: Unit 3: Lesson 9	Report	Wednesday: Module 2:Cycle 5: Lesson 26	
	Thursday: Module 1: Unit 3: Lesson 10		Thursday: Module 2:Cycle 5: Lesson 27	
October 26-29	Monday: Module 1: Unit 3: Lesson 11	MobyMax Reading	Monday: Module 2:Cycle 5: Lesson 28	MobyMax Progress Report
	Tuesday: Module 1: Unit 3: Lesson 12	Comprehension Progress	Tuesday: Module 2:Cycle 5: Lesson 29	
	Wednesday: Module 1: Unit 3: Lesson 13	Report	Wednesday: Module 2:Cycle 5: Lesson 30	
	Thursday: Flex Day		Thursday: Module 2: Cycle 6: Lesson 31	
November 2-5	Monday: MobyMax	Moby Max Early Trio	Monday: Module 2: Cycle 6: Lesson 32	MobyMax Progress Report
	Tuesday: MobyMax		Tuesday: Module 2: Cycle 6: Lesson 33	
	Wednesday: MobyMax		Wednesday: Module 2: Cycle 6: Lesson 34	
	Thursday: MobyMax		Thursday: Module 2: Cycle 6: Lesson 35	

November 9-19	Intersession and Parent/Conference			
November 23-27	Thanksgiving Break			
		Second T	rimester	
Module Topic: Learning th	rough Science and Story: Weather Wonders			
November 30-Dec 3	Monday: Module 2: Unit 1: Lesson 1		Monday: Module 2: Cycle 7: Lesson 36	
	Tuesday: Module 2: Unit 1: Lesson 2		Tuesday: Module 2: Cycle 7: Lesson 37	
	Wednesday: Module 2: Unit 1: Lesson 3		Wednesday: Module 2: Cycle 7: Lesson 38 Thursday: Module 2: Cycle 7: Lesson 39	
December 7 10	Monday: Module 2: Unit 1: Lesson 4		Monday: Module 2: Cycle 7: Lesson 40	
December 7-10	Tuesday: Module 2: Unit 1: Lesson 6		Tuesday: Module 2: Cycle 8: Lesson 41	
	Wednesday: Module 2: Unit 1: Lesson 7		Wednesday: Module 2: Cycle 8: Lesson 42	
	Thursday: Module 2: Unit 1: Lesson 8		Thursday: Module 2: Cycle 8: Lesson 43	
December 14 - 17	Monday: Module 2: Unit 1: Lesson 9	Lesson 12: Unit 1	Monday: Module 2: Cycle 8: Lesson 44	
	Tuesday: Module 2: Unit 1: Lesson 10	assessment	Tuesday: Module 2: Cycle 8: Lesson 45	
	Wednesday: Module 2: Unit 1: Lesson 11		Wednesday: Module 2: Cycle 9: Lesson 46	
	Thursday: Module 2: Unit 1: Lesson 12		Thursday: Module 2: Cycle 9: Lesson 47	
December 21-Jan 1		Winter	Break	
January 4-7	Monday: Module 2: Unit 1: Lesson 13		Monday: Module 2: Cycle 9: Lesson 48	
	Tuesday: Module 2: Unit 2: Lesson 1		Tuesday: Module 2: Cycle 9: Lesson 49	
	Wednesday: Module 2: Unit 2: Lesson 2		Wednesday: Module 2: Cycle 9: Lesson 50	
	Thursday: <u>Module 2: Unit 2: Lesson 3</u>		Thursday: Module 2: Cycle 10: Lesson 51	
January 11-14	Monday: Hex Day		Monday: Module 2: Cycle 10: Lesson 52	
	Wednesday: Module 2: Unit 2: Lesson 4		Wednesday: Module 2: Cycle 10: Lesson 53	
	Thursday: Module 2: Unit 2: Lesson 6		Thursday: Module 2: Cycle 10: Lesson 55	
January 18-21	Monday: Martin Luther King, Jr - No school		Monday: Martin Luther King, Jr - No school	
	Tuesday: Module 2: Unit 2: Lesson 7		Tuesday: Module 2: Cycle 11: Lesson 56	
	Wednesday: Module 2: Unit 2: Lesson 8		Wednesday: Module 2: Cycle 11: Lesson 57	
	Thursday: Module 2: Unit 2: Lesson 9		Thursday: Module 2: Cycle 11: Lesson 58	
January 25-28	Monday: Module 2: Unit 2: Lesson 10		Monday: Module 2: Cycle 11: Lesson 59	Cycle 11: Lesson 60 Assessment
	Tuesday: Module 2: Unit 2: Lesson 11		Tuesday: Module 2: Cycle 11: Lesson 60	
	Wednesday: Module 2: Unit 2: Lesson 12		Wednesday: Module 3: Cycle 12: Lesson 61	
	Thursday: Module 2: Unit 2: Lesson 13		Thursday: Module 3: Cycle 12: Lesson 62	
February 1-4	Monday: Module 2: Unit 2: Lesson 14	Lesson 15: Unit 2	Monday: Module 3: Cycle 12: Lesson 63	
	Tuesday: NWEA Dry Run	assessment	Tuesday:	
	Wednesday: Module 2: Unit 2: Lesson 15		Wednesday: Module 3: Cycle 12: Lesson 64	
	Thursday: Hex Day: Hinish evaluating Lesson 15		Thursday: Module 3: Cycle 12: Lesson 65	

February 8-11	Monday: Lincoln's Birthday -No school		Monday: Lincoln's Birthday -No school	
	Tuesday: Module 2: Unit 3: Lesson 1		Tuesday: Module 3: Cycle 13: Lesson 66	
	Wednesday: Module 2: Unit 3: Lesson 2		Wednesday: Module 3: Cycle 13: Lesson 67	
	Thursday: Module 2: Unit 3: Lesson 3		Thursday: Module 3: Cycle 13: Lesson 68	
February 15-18	Monday: Washington's Birthday -No school		Monday: Washington's Birthday -No school	Cycle 13: Lesson 70 Assessment
	Tuesday: Module 2: Unit 3: Lesson 4		Tuesday: Module 3: Cycle 13: Lesson 69	
	Wednesday: Module 2: Unit 3: Lesson 5		Wednesday: Module 3: Cycle 13: Lesson 70	
	Thursday: Module 2: Unit 3: Lesson 6		Thursday: Module 3: Cycle 14: Lesson 71	
February 22-25	Monday: Module 2: Unit 3: Lesson 7	Lesson 10-11: Unit 3	Monday: Module 3: Cycle 14: Lesson 72	
	Tuesday: Module 2: Unit 3: Lesson 8	assessment	Tuesday: Module 3: Cycle 14: Lesson 73	
	Wednesday: Module 2: Unit 3: Lesson 9		Wednesday: Module 3: Cycle 14: Lesson 74	
	Thursday: Module 2: Unit 3: Lesson 10		Thursday: Module 3: Cycle 14: Lesson 75	
March 1-4	Monday:NWEA		Monday:NWEA	
	Tuesday:NWEA		Tuesday:NWEA	
	Wednesday:NWEA		Wednesday:NWEA	
	Thursday:Flex Day		Thursday:Flex Day	
March 8-11	Monday: Module 2: Unit 3: Lesson 11	Lesson 12: Performance	Monday Module 3: Cycle 15: Lesson 76	
	Tuesday: Module 2: Unit 3: Lesson 12	Task	Tuesday: Module 3: Cycle 15: Lesson 77	
	Wednesday: Flex Day		Wednesday Module 3: Cycle 15: Lesson 78	
	Thursday: Flex Day		Thursday: Module 3: Cycle 15: Lesson 79	
March 15-18	Monday: Spring Intersession		Monday: Spring Intersession	
	Tuesday: Spring Intersession		Tuesday: Spring Intersession	
	Wednesday: Spring Intersession		Wednesday: Spring Intersession	
	Thursday: Spring Intersession		Thursday: Spring Intersession	
		Third T	rimester	
March 22-25	Monday: Module 3: Unit 1: Lesson 1		Monday: Module 3: Cycle 15: Lesson 80	Cycle 15: Lesson 80 Assessment
	Tuesday: Module 3: Unit 1: Lesson 2		Tuesday: Module 3: Cycle 16: Lesson 81	
	Wednesday: Module 3: Unit 1: Lesson 3		Wednesday: Module 3: Cycle 16:: Lesson 82	
	Thursday: Module 3: Unit 1: Lesson 4		Thursday: Module 3: Cycle 16:: Lesson 83	
March 29-April 1		Spring	g Break	
April 5-9		Culture and H	lybrid Model	
April 12-16	Monday: Module 3: Unit 1: Lesson 5	Module 3: Unit 1: Lesson	Monday: Module 3: Cycle 16: Lesson 84	
	Tuesday: Module 3: Unit 1: Lesson 6	7-8 Assessment	Tuesday: Module 3: Cycle 16:: Lesson 85	
	Wednesday: Module 3: Unit 1: Lesson 7 (Assessm)		Wednesday: Module 3: Cycle 17: Lesson 86	
	Thursday: Module 3: Unit 1: Lesson 8 (Assessm)		Thursday: Module 3: Cycle 17: Lesson 87	
	Friday: Flex Day		Friday: Flex Day	
April 19-23	Monday: Module 3: Unit 2: Lesson 1		Monday: Module 3: Cycle 17: Lesson 88	Cycle 17: Lesson 90 Assessment
	Tuesday: Module 3: Unit 2: Lesson 2		Tuesday: Module 3: Cycle 17:: Lesson 89	
	Wednesday: Module 3: Unit 2: Lesson 3		Wednesday Module 3: Cycle 17: Lesson 90	

	Thursday: Module 3: Unit 2: Lesson 4		Thursday: Module 3: Cycle 18: Lesson 91	
	Friday: Flex Day		Friday: Flex Day	
April 26- 30	Monday: Module 3: Unit 2: Lesson 5		Monday Module 3: Cycle 18: Lesson 92	
	Tuesday: Module 3: Unit 2: Lesson 6		Tuesday:: Module 3: Cycle 18: Lesson 93	
	Wednesday: Module 3: Unit 2: Lesson 7		Wednesday: Module 3: Cycle 18: Lesson 94	
	Thursday: Module 3: Unit 2: Lesson 8		Thursday: Module 3: Cycle 18: Lesson 95	
	Friday: Flex Day		Friday: Flex Day	
May 3- 7	Monday: Module 3: Unit 2: Lesson 9 (Assessm)	Module 3: Unit 2: Lesson	Monday: Module 4: Cycle 19: Lesson 96	
	Tuesday: Module 3: Unit 2: Lesson 10 (Assessm)	9-11 Assessment	Tuesday: Module 4: Cycle 19:: Lesson 97	
	Wednesday: Module 3: Unit 2: Lesson 11 (Assessm)		Wednesday: Module 4: Cycle 19: Lesson 98	
	Thursday: Module 3: Unit 2: Lesson 12		Thursday Module 4: Cycle 19: Lesson 99	
	Friday: Flex Day		Friday: Flex Day	
May 10-14	Monday: Module 3: Unit 3: Lesson 1		Monday: Module 4: Cycle 19: Lesson 100	Cycle 19: Lesson 100 Assessment
	Tuesday: Module 3: Unit 3: Lesson 2		Tuesday:: Module 4: Cycle 20: Lesson 101	
	Wednesday: Module 3: Unit 3: Lesson 3		Wednesday: Module 4: Cycle 20: Lesson 102	
	Thursday: Module 3: Unit 3: Lesson 4		Thursday: Module 4: Cycle 20: Lesson 103	
	Friday: Flex Day		Friday: Flex Day	
May 17-21	Monday: Module 3: Unit 3: Lesson 5	Module 3: Unit 3: Lesson 6,	Monday: Module 4: Cycle 20: Lesson 104	
	Tuesday: Module 3: Unit 3: Lesson 6(Assessm)	8 & 9 Assessment	Tuesday: Module 4: Cycle 20: Lesson 105	
	Wednesday: Module 3: Unit 3: Lesson 7		Wednesday: Module 4: Cycle 21: Lesson 106	
	Thursday: Module 3: Unit 3: Lesson 8(Assessm)		Thursday: Module 4: Cycle 21: Lesson 107	
	Friday: Flex Day		Friday: Flex Day	
May 24-28	Monday: NWEA Testing		Monday: NWEA Testing	
	Tuesday: NWEA Testing		Tuesday: NWEA Testing	
	Wednesday: NWEA Testing		Wednesday: NWEA Testing	
	Thursday: Flex Day		Thursday: Flex Day	
	Friday: Flex Day		Friday: Flex Day	
May 31- June 4	Monday: Module 3: Unit 3: Lesson 9 (Assessm)		Monday: Module 4: Cycle 21: Lesson 108	End of the Year Benchmark Test
	Tuesday: Module 3: Unit 3: Lesson 10		Tuesday: Module 4: Cycle 21: Lesson 109	
	Wednesday: Module 3: Unit 3: Lesson 11		Wednesday: Module 4: Cycle 21: Lesson 110	
	Thursday: Module 3: Unit 3: Lesson 12		Thursday: Skills-End of the Year Benchmark Test	
	Friday: Flex Day		Friday: Skills-End of the Year Benchmark Test	
June 7-11	Monday: Memorial Day -No school		Monday: Memorial Day -No school	End of the Year Benchmark Test
	Tuesday: Celebration of Learning		Tuesday: Skills-End of the Year Benchmark Test	
	Wednesday: Flex Day		Wednesday: Skills-End of the Year Benchmark Test	
	Thursday: Flex Day		Thursday: Skills-End of the Year Benchmark Test	
	Friday: Flex Day		Friday: Skills-End of the Year Benchmark Test	
June 14- 16	Monday: Celebration of Learning		Monday: Celebration of Learning	
	Tuesday: Last Day of School for Students		Tuesday: Last Day of School for Students	

EL Education: Grade 1 Module Block

2020-2021	Module 1-31 days	Module 2-40 days	Module 3- 39 days	Module 4- 36 days	
Module Focus	Building Literacy in a Collaborative Classroom	What's Up in the Sky	Building Expertise through Research	Contributing to the Community	
Module Topic	Tools and Work	A Study of the Sun, Moon, and Stars	Bird's Amazing Bodies	Caring for Birds	
Central Student Texts	 The Little Red Pen The Most Magnificent Thing Tools 	 Summer Sun Risin' What Makes Day and Night What the Sun Sees, What the Moon Sees 	 Birds (Scholastic Discover More) Feathers: Not Just for Flying Little Kids First Book of Birds 	• A Place for Birds	
End date	Unit 1: September 21 Unit 2:October 7 Unit 3: October 29	Unit 1: January 6 Unit 2:February 1 Unit 3:March 9	Unit 1: April 20 Unit 2: May 19 Unit 3:June 10 *	Unit 1: Unit 2: Unit 3:	
Unit days	Unit 1: 8 days	Unit 1: 15 days	Unit 1: 10 days	Unit 1: 9 days	
	Unit 2:10 days	Unit 2:12 days	Unit 2:17 days	Unit 2:10 days	
	Unit 3: 13 days	Unit 3: 13 days	Unit 3: 12 days	Unit 3: 17 days	
Module Standards All supporting Reading, Language, and Speaking & Listening standards from previous units within each module are continued in Unit 3 for the Module					
End of Unit Assessment &	Targets (CCSS explicitly taught and assessed):	Targets (priority standards): W.1.5, L.1.1f, L.1.1j, L.1.2b, L.1.6	Targets: W.1.5, W.1.7, L.1.1.f, L.1.1.g, L.1.2.b, L.1.2.e	Targets (CCSS explicitly taught and assessed):	

Module Performance Task	RL.1.1, RL.1.3, RL.1.4, RL.1.7, RI.1.1, RI.1.7, W.1.2, SL.1.1, L.1.5a			W.1.2, W.1.5, W.1.6, L.1.1, L.1.1b, L.1.1f, L.1.1g, L.1.2, L.1.2a, L.1.2b, L.1.2c
		Reading-Foundational Sk	ills	
Cycle 1-4	Reading-Foundational SI RF.1.1: Demonstration RF.1.2: Demonstration RF.1.2: Demonstration RF.1.2: Demonstration RF.1.2: Demonstration RF.1.2: Demonstration RF.1.3: Know and a RF.1.3: Know and a RF.1.4: Read composition RF.1.4: Read with a RF.1.4: Read with a RF.1.4: Read with a RF.1.4: Read with a RF.1.4: Read with a READ grade-level text Read grade-level text Read grade-level text Read grade-level text Read grade-level text Read grade-level text Ne context to confirm Language L.1.1: Demonstrate writing or speakin A. Print all upper- and low	kills te understanding of the organiz vishing features of a sentence (e ite understanding of spoken wo short vowel sounds in spoken si syllable words by blending sour e initial, medial vowel, and final s e-syllable words into their comp apply grade-level phonics and w nd correspondences for common led one-syllable words. mon vowel-team conventions for very syllable must have a vowe words following basic patterns b stional endings. rade-appropriate irregularly spo sufficient accuracy and fluency with purpose and understandin orally with accuracy, appropria in or self-correct word recognitic command of the conventions of wercase letters.	ation and basic features of 2.g., first word, capitalization rds, syllables, and sounds (ngle-syllable words. nds (phonemes), including a counds (phonemes) in spoke plete sequence of individual vord-analysis skills in decor- on consonant digraphs. for representing long vowe l sound to determine the nu- y breaking the words into se elled words. to support comprehension g. te rate, and expression on on and understanding, rere- of standard English gramm	f print. n, ending punctuation). (phonemes). consonant blends. ken single-syllable words. Il sounds (phonemes). ding words. I sounds. umber of syllables in a syllables. I. successive readings. ading as necessary. har and usage when

	 L1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. B. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Cycle 5-11	 Reading-Foundational Skills RF.1.1: Demonstrate understanding of the organization and basic features of print. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words. RF.1.4: Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language L.11: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	 L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Cycle 12-18	 Reading-Foundational Skills RF.1.1: Demonstrate understanding of the organization and basic features of print. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken single-syllable words. B. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. D. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs. B. Decode regularly spelled one-syllable words. C. Know final -e and common vowel team conventions for representing long vowel sounds. D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings. G. Recognize and read grade-appropriate irregularly spelled words. A. Read grade-level text with purpose and understanding. B. Read grade-level text with purpose and understanding. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Language L.11: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters. L.12: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
	E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
Cycle 19-25	 Reading-Foundational Skills RF.1.1 Demonstrate understanding of the organization and basic features of print. A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
	 RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). A. Distinguish long from short vowel sounds in spoken single-syllable words.
	B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
	D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	 RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. A. Know the spelling-sound correspondences for common consonant digraphs.
	B. Decode regularly spelled one-syllable words.
	C. Know final -e and common vowel team conventions for representing long vowel sounds.
	D. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
	E. Decode two-syllable words following basic patterns by breaking the words into syllables. F. Read words with inflectional endings.

G. Recognize and read grade-appropriate irregularly spelled words.
• RF.1.41 (1) Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.
B. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 Language L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Print all upper- and lowercase letters.
 L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1) Whole group lessons in first grade do not address the RF.4 fluency standards explicitly, though students are encouraged to read the Decodable Student Reader aloud with a partner during the Partner Search and Read instructional practice. Fluency is explicitly addressed during Accountable Independent Reading, which is suggested as an independent rotation for students not working with the teacher during differentiated small group instruction (see Independent and Small Group Work guidance document for more details).

ELA-Fir	st-Grade:	First 1	[rimester/	/Second	Trimester/Thire	d Trimester
----------------	-----------	---------	------------	----------------	-----------------	-------------

Week	Module	Module Assessment	Skills Block	Skills Block Assessment	
September 8-10	Monday: Holiday		Monday: Holiday	9 -	
	Tuesday: Module1: Unit 1: Lesson 1		Tuesday: Module 1:Cycle 1: Lesson 1		
	Wednesday: Module 1: Unit 1: Lesson 2		Wednesday: Module 1:Cycle 1: Lesson 2		
	Thursday: Module 1: Unit 1: Lesson 3		Thursday: Module 1:Cycle 1: Lesson 3		
September 14-17	Monday: Module 1:Unit 1: Lesson 4	MobyMax Reading	Monday: Module 1:Cycle 1: Lesson 4	MobyMax Progress Report	
	Tuesday: Module 1:Unit 1: Lesson 5	Comprehension Progress	Tuesday: Module 1:Cycle 1: Lesson 5		
	Wednesday: Module 1: Unit 1: Lesson 6	Report	Wednesday: Module 1:Cycle 2: Lesson 6		
	Thursday: Module 1: Unit 1: Lesson 7		Thursday: Module 1:Cycle 2: Lesson 7		
September 21-24	Monday: Module 1: Unit 1: Lesson: 8	MobyMax Reading	Monday: Module 1:Cycle2:: Lesson 8	MobyMax Progress Report	
	Tuesday: Module 1:Unit 2: Lesson 1	Comprehension Progress	Tuesday: Module 1:Cycle 2: Lesson 9		
	Wednesday: Module 1: Unit 2: Lesson 2	Report	Wednesday: Module 1:Cycle 2: Lesson 10		
	Thursday: Module 1: Unit 2: Lesson 3		Thursday: Module 1:Cycle 2: Lesson 11		
September 28-October 1	Monday: Module 1: Unit 2: Lesson: 4	MobyMax Reading	Monday: Module 1:Cycle2:: Lesson 12	MobyMax Progress Report	
	Tuesday: Module 1:Unit 2: Lesson 5	Comprehension Progress	Tuesday: Module 1:Cycle 2: Lesson 13		
	Wednesday: Module 1: Unit 2: Lesson 6	Report	Wednesday: Module 1:Cycle 2: Lesson 14		
	Thursday: Module 1: Unit 2: Lesson 7		Thursday: Module 1:Cycle 2: Lesson 15		
October 5-8	Monday: Module 1: Unit 2: Lesson: 8	MobyMax Reading	Monday: Module 1:Cycle 3: Lesson 16	MobyMax Progress Report	
	Tuesday: Module 1:Unit 2: Lesson 9	Comprehension Progress	Tuesday: Module 1:Cycle 3: Lesson 17		
	Wednesday: Module 1: Unit 2: Lesson 10	Report	Wednesday: Module 1:Cycle 3: Lesson 18		
	Thursday: Module 1: Unit 3: Lesson 1		Thursday: Module 1:Cycle3:: Lesson 19		
October 12-15	Monday: Module 1: Unit 3: Lesson 2	MobyMax Reading	Monday: Module 1:Cycle 3: Lesson 20	MobyMax Progress Report	
	Tuesday: Module 1: Unit 3: Lesson 3	Comprehension Progress	Tuesday: Module 1:Cycle 4: Lesson 21		
	Wednesday: Module 1: Unit 3: Lesson 4	Report	Wednesday: Module 1:Cycle 4: Lesson 22		
	Thursday: Module 1: Unit 3: Lesson 5		Thursday: Module 1:Cycle 4: Lesson 23		
October 19-22	Monday: Module 1: Unit 3: Lesson 6	MobyMax Reading	Monday: Module 1:Cycle 4: Lesson 24	MobyMax Progress Report	
	Tuesday: Module 1: Unit 3: Lesson 7	Comprehension Progress	Tuesday: Module 1:Cycle 4: Lesson 25		
	Wednesday: Module 1: Unit 3: Lesson 8	Report	Wednesday: Module 2:Cycle 5: Lesson 26		
	Thursday: Module 1: Unit 3: Lesson 9		Thursday: Module 2:Cycle 5: Lesson 27		
October 26-29	Monday: Module 1: Unit 3: Lesson 10	MobyMax Reading	Monday: Module 2:Cycle 5: Lesson 28	MobyMax Progress Report	
	Tuesday: Module 1: Unit 3: Lesson 11	Comprehension Progress	Tuesday: Module 2:Cycle 5: Lesson 29		
	Wednesday: Module 1: Unit 3: Lesson 12	Report	Wednesday: Module 2:Cycle 5: Lesson 30		
	Thursday: Module 1: Unit 3: Lesson 13		Thursday: Module 2: Cycle 6: Lesson 31		

November 2-5	Monday: MobyMax	MobyMax Foundational	Monday: Module 2: Cycle 6: Lesson 32	
	Tuesday: MobyMax	Reading	Tuesday: Module 2: Cycle 6: Lesson 33	
	Wednesday: MobyMax		Wednesday: Module 2: Cycle 6: Lesson 34	
	Thursday: MobyMax		Thursday: Module 2: Cycle 6: Lesson 35	
November 9-19		Inte	rsession and Parent/Conference	
November 23-26			Thanksgiving Break	
November 30-Dec 3	Monday: Module 2: Unit 1: Lesson 1		Monday: Module 2: Cycle 7: Lesson 36	
	Tuesday: Module 2: Unit 1: Lesson 2		Tuesday: Module 2: Cycle 7: Lesson 37	
	Wednesday: Module 2: Unit 1: Lesson 3		Wednesday: Module 2: Cycle 7: Lesson 38	
	Thursday: Module 2: Unit 1: Lesson 4		Thursday: Module 2: Cycle 7: Lesson 39	
December 7-10	Monday: Module 2: Unit 1: Lesson 5		Monday: Module 2: Cycle 7: Lesson 40	
	Tuesday: Module 2: Unit 1: Lesson 6		Tuesday: Module 2: Cycle 8: Lesson 41	
	Wednesday: Module 2: Unit 1: Lesson 7		Wednesday: Module 2: Cycle 8: Lesson 42	
	Thursday: Module 2: Unit 1: Lesson 8		Thursday: Module 2: Cycle 8: Lesson 43	
December 14 - 17	Monday: Module 2: Unit 1: Lesson 9		Monday: Module 2: Cycle 8: Lesson 44	
	Tuesday: Module 2: Unit 1: Lesson 10		Tuesday: Module 2: Cycle 8: Lesson 45	
	Wednesday: Module 2: Unit 1: Lesson 11		Wednesday: Module 2: Cycle 9: Lesson 46	
	Thursday: Module 2: Unit 1: Lesson 12		Thursday: Module 2: Cycle 9: Lesson 47	
December 21-Jan 1		Win	ter Break	
January 4-7	Monday: Module 2: Unit 1: Lesson 13	1-Unit 1: Lesson 14-15	Monday: Module 2: Cycle 9: Lesson 48	
	Tuesday: Module 2: Unit 1: Lesson 14		Tuesday: Module 2: Cycle 9: Lesson 49	
	Wednesday: Module 2: Unit 1: Lesson 15		Wednesday: Module 2: Cycle 9: Lesson 50	
	Thursday: Module 2: Unit 2: Lesson 1		Thursday: Module 2: Cycle 10: Lesson 51	
January 11-14	Monday: Flex Day		Monday: Module 2: Cycle 10: Lesson 52	
	Tuesday: Module 2: Unit 2: Lesson 2		Tuesday: Module 2: Cycle 10: Lesson 53	
	Wednesday: Module 2: Unit 2: Lesson 3		Wednesday: Module 2: Cycle 10: Lesson 54	
	Thursday: Module 2: Unit 2: Lesson 4		Thursday: Module 2: Cycle 10: Lesson 55	
January 18-21	Monday: Martin Luther King, Jr -No school		Monday: Martin Luther King, Jr - No school	
	Tuesday: Module 2: Unit 2: Lesson 5		Tuesday: Module 2: Cycle 11: Lesson 56	
	Wednesday: Module 2: Unit 2: Lesson 6		Wednesday: Module 2: Cycle 11: Lesson 57	
	Thursday: Module 2: Unit 2: Lesson 7		Thursday: Module 2: Cycle 11: Lesson 58	
January 25-28	Monday: Module 2: Unit 2: Lesson 8		Monday: Module 2: Cycle 11: Lesson 59	Cycle 11: Lesson 60 Assessment
	Tuesday: Module 2: Unit 2: Lesson 9		Tuesday: Module 2: Cycle 11: Lesson 60	
	Wednesday: Module 2: Unit 2: Lesson 10		Wednesday: Module 3: Cycle 12: Lesson 61	
	Thursday: Module 2: Unit 2: Lesson 11		Thursday: Module 3: Cycle 12: Lesson 62	

February 1-4	Monday: Module 2: Unit 2: Lesson 12	1-Unit 2: Lesson 12	Monday: Module 3: Cycle 12: Lesson 63	
	Tuesday: NWEA Dry Run		Tuesday:	
	Wednesday:Flex Day: Finish evaluation Ut2: L 12		Wednesday: Module 3: Cycle 12: Lesson 64	
	Thursday: Module 2: Unit 3: Lesson 1		Thursday: Module 3: Cycle 12: Lesson 65	
February 8-11	Monday: Lincoln's Birthday -No school		Monday: Lincoln's Birthday -No school	
	Tuesday: Module 2: Unit 3: Lesson 2		Tuesday: Module 3: Cycle 13: Lesson 66	
	Wednesday: Module 2: Unit 3: Lesson 3		Wednesday: Module 3: Cycle 13: Lesson 67	
	Thursday: Module 2: Unit 3: Lesson 4		Thursday: Module 3: Cycle 13: Lesson 68	
February 15-18	Monday: Washington's Birthday -No school		Monday: Washington's Birthday -No school	Cycle 13: Lesson 70 Assessment
	Tuesday: Module 2: Unit 3: Lesson 5		Tuesday: Module 3: Cycle 13: Lesson 69	
	Wednesday: Module 2: Unit 3: Lesson 6		Wednesday MModule 3: Cycle 13: Lesson 70	
	Thursday: Module 2: Unit 3: Lesson 7		Thursday MModule 3: Cycle 14: Lesson 71	
February 22-25	Monday: Module 2: Unit 3: Lesson 8	1-Unit 3: Lesson 8-10	Monday: Module 3: Cycle 14: Lesson 72	
	Tuesday: Module 2: Unit 3: Lesson 9		Tuesday: Module 3: Cycle 14: Lesson 73	
	Wednesday: Module 2: Unit 3: Lesson 10		Wednesday: Module 3: Cycle 14: Lesson 74	
	Thursday: Module 2: Unit 3: Lesson 11		Thursday: Module 3: Cycle 14: Lesson 75	
March 1-4	Monday: NWEA		Monday: NWEA	
	Tuesday: NWEA		Tuesday: NWEA	
	Wednesday: NWEA		Wednesday: NWEA	
	Thursday: Flex Day		Thursday: Flex Day	
March 8-11	Monday: Module 2: Unit 3: Lesson 12	1-Unit3: Perf. Task (In this Performance Task, students use	Monday: Module 3: Cycle 15: Lesson 76	
	Tuesday: Module 2: Unit 3: Lesson 13	feedback from peers and from	Tuesday: Module 3: Cycle 15: Lesson 77	
	Wednesday: Flex Day	the teacher to revise and edit	Wednesday: Module 3: Cycle 15: Lesson 78	
	Thursday: Flex Day	their "What the Sun Sees".	Thursday: Module 3: Cycle 15: Lesson 79	
March 15-18	Monday: Spring Intersession		Monday: Spring Intersession	
	Tuesday: Spring Intersession		Tuesday: Spring Intersession	
	Wednesday: Spring Intersession		Wednesday: Spring Intersession	
	Thursday: Spring Intersession		Thursday: Spring Intersession	
1		1		

	Third Trimester							
March 22-25	Monday: Module 3: Unit 1: Lesson 1		Monday: Module 3: Cycle 15: Lesson 80	Cycle 15: Lesson 80 Assessment				
	Tuesday: Module 3: Unit 1: Lesson 2		Tuesday: Module 3: Cycle 16: Lesson 81					
	Wednesday: Module 3: Unit 1: Lesson 3		Wednesday: Module 3: Cycle 16:: Lesson 82					
	Thursday: Module 3: Unit 1: Lesson 4		Thursday: Module 3: Cycle 16:: Lesson 83					
March 29-April 1		Spr	ing Break					
April 5-8	Culture and Hybrid Model							
April 12-16	Monday: Module 3: Unit 1: Lesson 5	1-Module 3: U1: Lesson 8	Monday: Module 3: Cycle 16: Lesson 84					
	Tuesday: Module 3: Unit 1: Lesson 6		Tuesday: Module 3: Cycle 16:: Lesson 85					
	Wednesday: Module 3: Unit 1: Lesson 7		Wednesday: Module 3: Cycle 17: Lesson 86					
	Thursday: Module 3: Unit 1: Lesson 8		Thursday: Module 3: Cycle 17: Lesson 87					
	Friday: Flex Day		Friday: Flex Day					
April 19-23	Monday: Module 3: Unit 1: Lesson 9		Monday: Module 3: Cycle 17: Lesson 88	Cycle 17: Lesson 90 Assessment				
	Tuesday: Module 3: Unit 1: Lesson 10		Tuesday: Module 3: Cycle 17:: Lesson 89					
	Wednesday: Module 3: Unit 2: Lesson 1		Wednesday: Module 3: Cycle 17: Lesson 90					
	Thursday: Module 3: Unit 2: Lesson 2		Thursday: Module 3: Cycle 18: Lesson 91					
	Friday: Flex Day		Friday: Flex Day.					
April 26- 30	Monday: Module 3: Unit 2: Lesson 3		Monday: Module 3: Cycle 18: Lesson 92					
	Tuesday: Module 3: Unit 2: Lesson 4		Tuesday: Module 3: Cycle 18:: Lesson 93					
	Wednesday: Module 3: Unit 2: Lesson 5		Wednesday: Module 3: Cycle 18: Lesson 94					
	Thursday: Module 3: Unit 2: Lesson 6		Thursday: Module 3: Cycle 18: Lesson 95					
	Friday: Flex Day		Friday: Flex Day					
May 3- 7	Monday: Module 3: Unit 2: Lesson 7		Monday:: Module 4: Cycle 19: Lesson 96					
	Tuesday: Module 3: Unit 2: Lesson 8		TuesdayModule 4: Cycle 19:: Lesson 97					
	Wednesday:: Module 3: Unit 2: Lesson 9		Wednesday: Module 4: Cycle 19: Lesson 98					
	Thursday: Module 3: Unit 2: Lesson 10		Thursday: Module 4: Cycle 19: Lesson 99					
	Friday: Flex Day		Friday: Flex Day					
May 10-14	Monday Module 3: Unit 2: Lesson 11		Monday Module 4: Cycle 19: Lesson 100	Cycle 19: Lesson 100 Assessment				
	Tuesday: Module 3: Unit 2: Lesson 12		Tuesday:: Module 4: Cycle 20: Lesson 101					
	Wednesday: Module 3: Unit 2: Lesson 13		Wednesday: Module 4: Cycle 20: Lesson 102					
	Thursday Module 3: Unit 2: Lesson 14		Thursday: Module 4: Cycle 20: Lesson 103					
	Friday: Flex Day		Friday: Flex Day					
May 17-21	Monday:: Module 3: Unit 2: Lesson 15	1-Module 3: U2: Lesson	Monday: Module 4: Cycle 20: Lesson 104					
	Tuesday:: Module 3: Unit 2: Lesson 16	15-16	Tuesday Module 4: Cycle 20: Lesson 105					
	Wednesday: Module 3: Unit 2: Lesson 17		Wednesday: Module 4: Cycle 21: Lesson 106					
	Thursday: Module 3: Unit 3: Lesson 1		Thursday Module 4: Cycle 21: Lesson 107					
	Friday: Flex Day		Friday: Flex Day					

May 24-28	Monday: NWEA Testing	Monday: NWEA Testing	
	Tuesday: NWEA Testing	Tuesday: NWEA Testing	
	Wednesday: NWEA Testing	Wednesday: NWEA Testing	
	Thursday: Flex Day	Thursday: Flex Day	
	Friday: Flex Day	Friday: Flex Day	
May 31-June 4	Monday:: Module 3: Unit 3: Lesson 2	Monday: Module 4: Cycle 21: Lesson 108	End of the Year Benchmark Test
	Tuesday: Module 3: Unit 3: Lesson 3	Tuesday: Module 4: Cycle 21: Lesson 109	
	Wednesday: Module 3: Unit 3: Lesson 4	Wednesday: Module 4: Cycle 21: Lesson 110	
	Thursday: Module 3: Unit 3: Lesson 5	Thursday: Flex Day	
	Friday: Flex Day	Friday: Flex Day	
June 7-11	Monday: Memorial Day -No school	Monday: Memorial Day -No school	End of the Year Benchmark Test
	Tuesday: Module 3: Unit 3: Lesson 6	Tuesday: End of the Year Benchmark Test	
	Wednesday: Module 3: Unit 3: Lesson 7	Wednesday: End of the Year Benchmark Test	
	Thursday: Module 3: Unit 3: Lesson 8	Thursday:_End of the Year Benchmark Test	
	Friday: Flex Day	Friday: End of the Year Benchmark Test	
June 14-16	Monday: Celebration of Learning	Monday: Celebration of Learning	
	Tuesday: Last Day of School for Students	Tuesday: Last Day of School for Students	

	Grade 2 Pacing Guide											
						Grammar, Phonics,						
Week	Arc	Dates	Test Date	Text	Standards	and Spelling	Writing	Name of Test				
1	Culture	8/19-8/23		Culture, Procedures, Expectations	3			No Assessment				
2	Culture	8/26 - 8/30	(Culture, Procedures, Expectations	3			No Assessment				
3	Culture	9/2-9/6		GBTJ	L.2; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	1		No Assessment				
4		9/9-9/13		How Chipmunk Got His Stripes (L9)	RL.2.2; L.2; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	2	1	No Assessment				
5		9/16-9/20	9/20	Officer Buckle and Gloria (L15)	RL.2.1; L.2.1; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	3	2	2.ELA.4 (Buckle W1)		Performan	ce Tasks	
6		9/23-9/27	9/27	Officer Buckle and Gloria Week 2	RL.2.1; L.2.1; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	4		2.ELA.5 (Buckle W2)		9/30-10/4	Narrative	
7		9/30-10/4	10/4	Narrative PT	W.2.3; L.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	5	2ELA - Narrative Perform Narrative	ance Task - Helen Keller / Paragraph		11/25-11/29	Informative	
8		10/7-10/11	10/11	Luke Goes to Bat (L17)	RL.2.3; L.2.2; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	6	4	2.ELA.U1 (Luke 1)		1/20-1/24	Opinion	
9		10/14-10/18	10/18	Luke Goes to Bat Week 2	RL.2.6: L.2.2a: W.2.2: SL.2.1.2.2, 2.3, 2.4, and 2.6	7		2.ELA.8 (Luke 2)		3/2-3/6	Narrative	
10		10/21-10/25	Principal	Winter N	VEA #1; reteach			NWEA		4/27-5/1	Informative	
11		10/28-11-1		The Goat in the Rug (L23) / IAB	N.2.7/RL.2.7; L.2.2; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.	8		No Assessment		6/1-6/5	Opinion	
12		11/4-11/8	11/8	The Goat in the Rug Week 2	RI.2.2; L.2; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	9		2.ELA.9 (Goat 2)*	*This Test will Appea	r on Trimester 2 Rep	port Cards	
				End of Trim	ester 1					-		
13		11/11-11/15		INTERSESSIO	N WEEK 1							
14		11/18-11/22		INTERSESSIO	N WEEK 1							
		11/25-11/29	11/29	Thanks	giving Break							
							2ELA - Informative Perfo	rmance Task - Powhatan				
15		12/2-12/6	12/6	Informative PT	L.2; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	10	Reso	urces				
16		12/9-12/13		Dogs (L3)	R126-12-W21-S121222324 and 26	11	5	2.ELA.U2 (Dogs 1)	Unit Planning		າg	
17		12/16-12/20		Dogs Week 2	RI26.L2.W21.SI21222324 and 26	12	6	No Assessment		Unit 1	RL.2.1; RL.2.2	0
18		12/23-12/27		WINTER B	REAK						1 1 1 1 1 1	
19		12/30-1/3		WINTER B	REAK						+	
20		1/6-1/10		Animals Building Homes (L6)	RL25: L2: W21: SL2122.23.24 and 26	13	7	No Assessment		Unit 3	RI.2.5; RI.2.6	
21		1/13-1/17	1/17	Animals Building Homes Week 2	RI.2.5: L.2.2a: W.2.1: SL.2.1.2.2. 2.3. 2.4. and 2.6	14		2.ELA.16 (Animals 2)		Unit 4	RI.2.2; RI.2.3; RI	.2.5; RI.2.6
22		1/20-1/24	1/24	Opinion PT	L.2.5; W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	15	2ELA - Opinion	PT - Best Home		Unit 5	RI.2.6; RI.2.7; RI	.2.8
23		1/27-1/31	1/31	Super Storms (L8)	RI.2.2: L.2.1c: W.2.3: SL.2.1.2.2. 2.3. 2.4. and 2.6	16	*	2.ELA.U3 (Storms 1)		Unit 6	RL.2.1; RL.2.9	
24		2/3-2/7	2/7	Super Storms Week 2	RI.2.2 / RI.2.6; L.2; W.2.3; SL.2.1.2.2, 2.3, 2.4, and 2.€	s 17		2.ELA.21 (Storms 2)				
25		2/10-2/14		Schools Around the World (L13)	.2.3 / RI.2.5; L.2.1d; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2	18	8	No Assessment		T1: 4 Quizzes, 1 Uni	t Assessment, 1 P	T, NWEA
26		2/17-2/21	2/21	Schools Around the World Week 2	RI.2.3; L.2.2; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	19		2.ELA.22 (Schools 2)		T2: 3 Quizzes, 3 Uni	t Assessments, 3 F	PTs, NWEA
27		2/24-2/28	Principal	NWEA	#2; reteach			NWEA		T3: 6 Quizzes, 1 Uni	t Assessment, 2 P	Ts, NWEA
28		3/2-3/6	3/6	Narrative PT	L.2; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	20	2ELA - Narrativ	e PT - Shark Life				
29		3/9-3/13	3/13	Now and Ben (L30) OWAG	RI.2.8; L.2.1e; W.2.3; SL.2.1,2.2, 2.3, 2.4, and 2.6	21	9	2.ELA.U4 (Ben 1)*	*This Test will Appea	r on Trimester 3 Rep	oort Cards	
				End of Trim	lester 2							
30		3/16-3/20		SPRING INTER	RSESSION							
31		3/23-3/27	3/27	Helen Keller (L14)	RI.2.6; L.2.1e; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	22		2.ELA.27 (Keller 1)				
32		3/30-4/3	4/3	Helen Keller Week 2	RI.2.6; L.2.1d; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	23		2.ELA.28 (Keller 2)				
33		4/6-4/10		SPRING B	REAK							
34		4/13-4/17	4/17	Penguin Chick (L21)	RI.2.7; L.2.1d; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	24		2.ELA.29 (Penguin 1)				
35		4/20-4/24	4/24	Penguin Chick Week 2	RI.2.8; L.2.1d; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	25		2.ELA.30 (Penguin 2)				
36		4/27-5/1	5/1	Informative PT	L.2.2c; W.2.2; SL.2.1,2.2, 2.3, 2.4, and 2.6	26	2ELA - Informative PT	- Bottle Car Lab Report				
37		5/4-5/8	5/8	The Mysterious Tadpole (L26)	RL.2.1; L.2.1e; W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	27		2.ELA.U5 (Tadpole 1)				
38		5/11-5/15	5/15	The Mysterious Tadpole Week 2	RL.2.1; L.2.2ec W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	28		2.ELA.33 (Tadpole 2)				
39		5/18-5/22	5/22	Yeh-Shen (L28)	RL.2.9; L.2; W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	29		2.ELA.34 (Yeh-Shen 1)				
40		5/25-5/29		Yeh-Shen Week 2	RL.2.9; L.2.1e; W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	30		No Assessment				

41	6/1-6/5	Principal	N	WEA #3		NWEA		
42	6/8-6/12	6/12	Opinion PT	W.2.1; SL.2.1,2.2, 2.3, 2.4, and 2.6	N/A	2ELA - Opinion PT - The Boy Who Cried Wolf		
43	6/15-6/19		Last We	eek of School				

				Grade 3	8 Pacing Guide							
Week	Arc	Dates	Test Date	Text	Standards	Grammar, Phonics and Spelling	Writing	Name of Test				
1	Culture	8/19-8/23		Culture, Procedure	s, Expectations							
2	Culture	8/26-8/30		Culture, Procedure	s, Expectations							
3	Culture	9/2-9/6		GBTJ	L.3.1e; SL.3.1, 3.2, 3.3, 3.4, and 3.6	1		No Asessment				
4		9/9-9/13		The Trial of Cardigan Jones (L2)	RL.3.2; L.3.1e; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6	2	1	No Asessment				
5		9/16-9/20	9/20	Kamishibai Man (L9)	RL 3.5; L 3.1h; W 3.3; SL 3.1, 3.2, 3.3, 3.4, and 3.	3	2	3.ELA.4 (Kamishi 1)		Performance	Tasks	
6		9/23-9/27	9/27	Kamishibai Man Week 2	RL.3.7; L.3.1a; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.0	4	3	3.ELA.5 (Kamishi 2)		10/1-10/5	Narrative	
7		9/30-10/4	10/4	Narrative PT	L.3.1b; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6	5	3ELA-Narrative Perform Literatu	hance Task -Response to re Essay		12/3-12/7	Opinion	
8		10/7-10/11	10/11	Yonder Mountain (L13)	RL.3.2; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.0	6	4	3.ELA.U1 (Yonder 1)		1/22-1/25	Informative	
9		10/14-10/18	10/18	Yonder Mountain Week 2	RL3.2: L.3.1a: W.3.1: SL.3.1.3.2.3.3.3.4. and 3.6	7		3.ELA.8 (Yonder 2)		1/28-3/1	Opinion	
10		10/21-10/25	Principal	NWI	EA #1: reteach			NWEA			•	
11		10/28-11-1	TBD	Two Bear Cubs (L19)	RL 3 5 L 3 2h W 3 1 SL 3 1 3 2 3 3 3 4 and 3 1	8		IAB LIT				
12		11/4-11/8	11/8	Two Bear Cubs Week 2	RI 36 I. 31a W 31 SI 31 32 33 34 and 30	9		3.ELA.9 (Bears 2)*	*This Te	st will Appear on Trimester 2	Report Cards	
			, -	END O	F TRIMESTER 1	1						
13		11/11-11/15			n Week 1							
14		11/18-11/22		Intersession	n Week 2							
17		11/10-11/22		They	logiving Drook							
		11/25-11/29		111811	ksgivilig break			2ELA Opinon				
15		12/2-12/6	12/6	Opinion PT	L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	10		Performance Task - Good Friends		Unit	Planning	
16		12/9-12/13		Roberto Clemente (L5)	RI.3.3; L.3.1b; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6	11	5	3.ELA.U2 (Clemente 1)		Unit 1	RL.3.2; RL.3.5; RL.3.7	7
17		12/16-12/20		Roberto Clemente Week 2	RI.3.3; L.3.2c; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6	12	6	No Assessment		Unit 2	RL.3.2; RL.3.5; RL.3.6	6; RI.3.2
18		12/23-12/27		Winter I	Break							
19		12/30-1/3		Winter I	Break							
20		1/6-1/10		Bat Loves the Night (L6)	RL3.8: L.3.1a: W.3.2: SL.3.1, 3.2, 3.3, 3.4, and 3.6	13	7	No Assessment		Unit 3	RI.3.3; RI.3.7; RI.3.8	
21		1/13-1/17	1/17	Bat Loves the Night Week 2	RI.3.7; L.3.1a; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and	14		3 FLA 16 (Bats 2)		Unit 4	RI 3 2' RI 3 5' RI 3 6	
22		1/20-1/24	1/24	Informative PT	5.0	15	3FLA-Informativ	e PT - Sacagawea		Unit 6	RL 3 3 RI 3 7	
22		1/27-1/31	1/31	Aero and Officer Mike (I 14)	L.3.10; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6	16	SELAT INIOTINUUV	3 FLA U3 (Aero 1)	1	Chit U	10.0.0, 10.0.7	
23		2/2-2/7	2/7	Aero and Officer Mike Week 2	RI.3.6; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	17	8	3 ELA 21 (Aero 2)		T1. 4 Ouizzee: 1 Unit Access	mont: 1 DT: NWFA: IA	R I it
24		2/3-2/7	2// Drincipal	Life on the leg (L20)	RI.3.6; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	10	0	JAP / Info		T2: 2 Quizzes: 2 Unit Assess	monte: 2 DTe: NWEA: 1	D LIL
25		2/10-2/14	2/21	Life on the Lee Meek 2	RI.3.5; L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	10		2 FLA 22 (Icc 2)		T2: 2 Quizzes, 2 Onit Assess	Ouizzool SBAC	
20		2/1/-2/21	4/41 Drincipal	Life off the ice week 2	RI.3.2; L.3.1d; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	19		S.LLA.22 (ICE 2)		15. 2 Quizzes, 12 Crescendo	Quizzes, SDAC	
2/		2/24-2/20	Principal	NWI	LA #2; reteach	20	OFI A Opinion DT:					
28		3/2-3/0	3/0	Upinion PI	L.3.1a; W.3.1; SL.3.1, 3.2, 3.3, 3.4, and 3.6	20	SELA-Opinion PT:		****		Demont Opurt	
- 29		3/9-3/13	3/13	Judy Moody (L16) OWAG	RL.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6	- 21	9	5.ELA.U4 (M000y 1)*	nis le	st will Appear on Trimester 3	Report Cards	
		0/10 0/00		ENDO	OF TRIMESTER 2							
30		3/163/20		SPRING	J INTERSESSION							
31		3/23-3/27	Tues-Fri.	Crescendo	: RI daily data cycle			3.CRE.1 & 3.CRE.2				
32		3/30-4/3	Tues-Fri.	Crescendo	e: RI daily data cycle			3.CRE.3 & 3.CRE.4				
33		4/6-4/10	Tues-Fri.	SPI	RING BREAK							
34		4/13-4/17	Tues-Fri.	Crescendo	: RL daily data cycle			3.CRE.5 & 3.CRE.6				
35		4/20-4/24	Tues-Fri.	Crescendo	: RL daily data cycle			3.CRE.10 & 3.CRE.11				
36		4/27-5/1	Tues-Fri.	Crescendo	: RL daily data cycle			3.CRE.12 & 3.CRE.13				
37		5/4-5/8	5/8		Crescendo			3.CRE.14 & 3.CRE.15				
38		5/11-5/15	Principal		ELA SBAC							
39		5/18-5/22	5/22	The Journey: Stories of Migration (L22)	RI.3.7; L.3.2; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6	27		3.ELA.27 (Migration 1)				

40	5/25-5/29	5/29	The Journey: Stories of Migration Week 2	RI.3.7; L.3.2; W.3.2; SL.3.1, 3.2, 3.3, 3.4, and 3.6	28	3.ELA.35 (Migration 2)		
41	6/1-6/5		The Journey of Oliver K. Woodman (L23)	RL.3.3; L.3.2; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6	29	No Assessment		
42	6/8-6/12		Oliver K. Week 2	RL.3.3; L.3.2; W.3.3; SL.3.1, 3.2, 3.3, 3.4, and 3.6	30	No Assessment		
43	6/15-6/19		Last V	Week of School				

					Grade 4	Pacing Guide				
Week	Dates	Test Date	Text	Standards	Grammar, Phonics, and Spelling	Writing	Name of Test			
1	8/19-8/23		Culture, Procedures, Expecta	ations						
2	8/26-8/30		Culture, Procedures, Expecta	ations						
3	9/2-9/6		GBTJ	L.4: W.4.3: SL.4.1. 4.2. 4.3. 4.4. and 4.6	1		No Assessment			
4	9/9-9/13		Because of Winn Dixie (L1)	RL 4.3: L 4: W.4.3: SL 4.1, 4.2, 4.3, 4.4, and 4.6	2	1	No Assessment			
5	9/16-9/20	9/20	The Power of W.O.W. (L4)	RL4.5: L4.2b: W.4.3: SL4.1, 4.2, 4.3, 4.4, and 4.6	3	2	4.ELA.4 (W.O.W. W1)	6 Performanc	e Tasks	
6	9/23-9/27	9/27	The Power of W.O.W. Week 2	RL.4.2; L.4; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6	4	3	4.ELA.5 (W.O.W. W2)	10/1-10/5	Narrative	
7	9/30-10/4	10/4	Narrative PT / Grammar Lesson 5 Optional	L.4.2a; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6	5	4ELA - Narrative Perfo	rmance Task - Jamestown	12/3-12/7	Informative	
8	10/7-10/11	10/11	Stormalong (L5)	RL.4.3; L.4.3a; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6	6	4	4.ELA.U1 (Stormalong W1)	1/22-1/25	Opinion	
9	10/14-10/18	10/18	Stormalong Week 2	.4.2 / RL.4.7; L.4.1; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4	7		4.ELA.8 (Stormalong W2)	2/25-3/1	Narrative	
10	10/21-10/25	Principal	NWEA #1; ret	teach	•		NWEA			
11	10/28-11/1	Principal	Hercules' Quest (L18)	RL.4.2 / 4.9; L.4; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6	8		IAB LIT			
12	11/4-11/8	11/8	Hercules' Quest Week 2	4.3 / RL.4.6; L.4.2c; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4	. 9		4.ELA.9 (Hercules W2)	*This Test will Appear on Trimester 2 R	eport Cards	
			END OF TRIMESTER 1 /	INTERSESSION						
13	11/11-11/15		Intersession V	Veek 1						
14	11/18-11/22		Intersession V	Veek 2						
	11/25-11/29		Thanksgiving	Break						
						4ELA-InformativePerfor	rmanceTask - The Roles of	TTatt	Dlonning	
15	12/2-12/6		Informative PT Lesson 2	L.4.1; W.4.2; SL.4.1, 4.2, 4.3, 4.4, and 4.6	10	SI	pices	Unit	Planning	
16	12/9-12/13	12/13	My Brother Martin (L2)	RI.4.3; L.4.1g; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	11	5	4.ELA.U2 (Martin W1)	Unit 1	RL.4.1; RL.4.2; RL.4.3; / L4.4A	
17	12/16-12/20		My Brother Martin Week 2	RI.4.2; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	12	6	No Assessment	Unit 2	RL.4.2; RL.4.3; RL.4.7; RL.4.9	
18	12/23-12/27		Winter Pr	- 						
19	12/30-1/3		willer bio	2dK						
20	1/6-1/10		My Librarian is a Camel (L3)	4.5 / RI.4.7; L.4.1c; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4	13	7	No Assessment	Unit 3	RI.4.2; RI.4.3; RI.4.5; RI.4.7	
21	1/13-1/17	1/17	My Librarian is a Camel Week 2	RI.4.5; L.4; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	14		4.ELA.16 (Camel W2)	Unit 4	RI.4.3; RI.4.5; RI.4.7; RI.4.8	
22	1/20-1/24	1/24	Opinion PT / Grammar Lesson 15 Optional	L.4; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	15	4ELA-Opinion	PT: Speech - Coal	Unit 6	RL.4.2; RL.4.5; RI.4.5; RI.4.7; RI.4.8	
23	1/27-1/31	1/31	Harvesting Hope: The Story of Cesar Chavez (L19)	RI.4.5; L.4.1d; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6	16		4.ELA.U3 (Chavez W1)			
24	2/3-2/7	2/7	Harvesting Hope: The Story of Cesar Chavez Week 2	RI.4.3; L.4.3a; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6	17	8	4.ELA.21 (Chavez W2)	T1: 4 Quizzes; 1 Unit Assess	ment; 1 PT; NWEA; IAB Lit	
25	2/10-2/14	Principal	The Ever Living Tree (L23)	.4.8 / RI.4.7; L.4.1e; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4	18		IAB / Info	T2: 3 Quizzes; 3 Unit Assess	ments; 3 PTs; NWEA; IAB Info	
26	2/17-2/21	2/21	The Ever Living Tree Week 2	.4.8 / RI.4.7; L.4.1a; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4	19		4.ELA.22 (Tree W2)	T3: 2 Quizzes; 12 Crescendo	Quizzes; SBAC	
27	2/24-2/28	Principal	NWEA #2 + Re	Teach			NWEA			
28	3/2-3/6	3/6	Narrative PT / Grammar Lesson 20 Optional	L.4.2a; W.4.3; SL.4.1, 4.2, 4.3, 4.4, and 4.6	20	4ELA-Narrativ	ve PT - Sir Ivaine			
29	3/9-3/13	3/13	The Girl Who Loved Spiders (L26) OWAG	4.2 / RI.4.5; L.4.1d; W. 4.1; SL.4.1, 4.2, 4.3, 4.4, and	21	9	4.ELA.U4 (Spiders W1)	*This Test will Appear on Trimester 3 R	eport Cards	
30	3/16-3/20		SPRING INTERS	ESSION						
31	3/23-3/27	Tues-Fri.	Crescendo: RI daily	/ data cycle			4.CRE.1 & 4.CRE.2			
32	3/30-4/3	Tues-Fri.	Crescendo: RI daily	/ data cycle			4.CRE.3 & 4.CRE.4			
33	4/6-4/10	Tues-Fri.		SPRING BREA	К					
34	4/13-4/17	Tues-Fri.	Crescendo: RL daily	y data cycle			4.CRE.5 & 4.CRE.6			
35	4/20-4/24	Tues-Fri.	Crescendo: RL daily	y data cycle			4.CRE.10 & 4.CRE.11			
36	4/27-5/1	Tues-Fri.	Crescendo: RL daily	y data cycle			4.CRE.12 & 4.CRE.13			
37	5/4-5/8	5/8	Crescend	0			4.CRE.14 & 4.CRE.15			
38	5/11-5/15	Principal		SBAC						
40	5/18-5/22	5/22	The World According to Humphrey (L21)	RL.4.2; L.4; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	27		4.ELA.27 (Humprehy W1)			
41	5/25-5/29	5/29	The World According to Humphrey Week 2	RI.4.8; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	28		4.ELA.35 (Humprehy W2)			
42	6/1-6/5		Save the Timberwoods (L29)	RL.4.5; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.6	29		No Assessment			
43	6/8-6/12		Save the Timberwoods Week 2	I.4.5, RI.4.8; L.4.1; W.4.1; SL.4.1, 4.2, 4.3, 4.4, and 4.	30		No Assessment			
44	6/15-6/19		Last Week of S	School						

			Grade	2 5 Scope and Sequence 2020-21	
Date	Unit	Lesson	Description	Guiding TDQ	CCSS
			Trimester 1-Arc 0		
8/17/20			Intersession		
8/18/20			Intersession		
8/19/20			First Day-Minimum Day: Culture Day 1 Lessons 1,2,3	Etiquette, Missions, Pillars, and Routines	
8/20/20			Culture Day 2 Lessons 1, 2, 3	Blueprint, Rules, Committment to Excellence	
8/21/20			Asynchronous Learning Day	Moby Max	
8/24/20			Culture Day 3 Lesson 1, 2, 3	Dream College, Uniform/Dress Code, Growth Mindset	
8/25/20			Culture Day 4 Lesson 1, 2, 3	Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures	
8/26/20	0	1	Annotation Basics		
8/27/20	0	2	GBTJ (Genre Based Thinking Job) Narrative		
8/28/20			Asynchronous Learning Day	Moby Max	
8/31/20	0	3	CI (Central Idea) Narrative		
9/1/20	0	4	GBTJ (Genre Based Thinking Job) Informational		
9/2/20	0	5	CI (Central Idea) Informational		
9/3/20	0	6	Writing Arguments		-
9/4/20			Asynchronous Learning Day	Moby Max	
9/7/20			Labor Day- No School		
9/8/20	0	7	Evidence use		
9/9/20	0	8	Analysis		
9/10/20	0	9	Powerful Paraaraphs		
9/11/20		-	Asynchronous Learning Day	Maby Max	
9/14/20	1	1	Wonder, pages 1-5 (RWa)	Which of the following best describes August's personality? Explain why, HW: Wonder, pages 6-9	RL 5.1/5.2
9/15/20	1	2	Wonder, pages 10-18 (RWa)	Based on pages 10-18 How do August's parents feel about his going to school? HW: Wonder, pages 19-23	RL5.2
9/16/20	1	3	Wonder, pages 24-30	Constrast how Jack and ulian respond to meeting August. HW: Wonder, pages 31-36	RL 5.2/5.3
9/17/20	1	4	Wonder pages 37-44 (RWa)	Why is the title phrase "Lamb to Slaughter" important to this section of the novel? HW: Wonder pages 45-50	RI. 51/52
9/18/20	-		Asynchronous Learning Day	Maby Max	
9/21/20	1	5	Wonder, pages 51-60 (RWa)	How doess August feel about his first day of schoold HW: Wonder, pages 61-69	RI 51
9/22/20	1	6	Wonder pages 70-80 (RWa)	This lesson focuses mostly on literal meaning and culminates with MC and OR HW: Reread Wonder, pp4-5 37-40, 51-53	RI. 51/52
9/23/20	1	7	Wonder pages 70-72 (RWb)	Based on this reading how does August respond to the problems he faces? HW: Reread Wonder pp63-64 & 68-69	RI. 51/52
9/24/20	1	8	"Masks" an excerpt from Autobiography of a Face (CR)	What is the central idea of "Masks"2 HW: Reread Wonder, pp. 68-69 and 73-75 Explain why Hallowen is important to Aug	RT 5 2
9/25/20	-		Asynchronous Learning Day	Mahy Max	112 0.2
9/28/20	1	9	"Masks" and Wonder pages 73-75 (RWb)	How are August's and Greaty's feelings toward Halloween similar? HW: Reread Wonder, pp. 3, 35-36, 57-60 & 74	RT 5 2/5 3
9/29/20	1	10	Wonder names 81-87 (PWa) (see Unit Plan)	How does the quinting from David Rouis on page \$1 connect to Via's experiences > HW. Wonder, pages 88-94	PI 51/53
9/30/20	1	10	Wonder, pages 57-60 (RWb)	How does August describe cutting off his braid? How does his nov affect how he describes this event? HW: Pages 95-99	RI 5 6
10/1/20	1	12	Wonder names 95-99 (PWb)	How does Via describe Alguest cutting off his braid. How does her point of view effect how she describes the event HW/	PI 56
10/2/20	-		Asynchronous Learning Day	Mahy Max	
10/5/20	1	13	Wonder names 103-106 (PWb)	Resed on the chanters "Genetics 101" and "The Punnett Square" how has August's condiciton affected Vio2 HW: no 107-110	PI 53
10/6/20	1	13	Wonder, pages 100 100 ((WD))	Contrast how Via describes Halloween morning with how August describes Halloween morning. HW: pages 111-117	PI 53
10/7/20	1	15	Wonder, pages 100 110, 7 1 75 and 7 5 66 (KWB)	How does this part of the novel develop a theme of friendshin2 (See Unit Plan) HW/: Wonder noves 127-132	PI 5 2
10/8/20	1	16	Wonder, pages 63-64 and 129-130 (DWb)	What is August lowing for in a friends HW/ Derend mass 24.30 37 63-64 76-78 132	PI 53
10/9/20	1	10	Asynchronous Learning Day	Mahy Max	
10/12/20	1	17	Wonder, pages 133-145 (RWa)	This lesson focuses mostly on literal meaning and culminates with a prediction question HW: pages 144-159	RI 53
10/13/20	1	18	Wonder pages 151-159 (RWa)	How do pages 151-159 related to pages 76-782 HW: pages 160-169	RI 52
10/14/20	1	10	Wonder pages 170-183 (RWa)	Ts being friends with August a burden for Jack2 HW: pages 184-193	RI 51/53
10/15/20	1	20	Wonder pages 184-193 (PWa)	See Unit Plan: What does this line reveal about the difference between Tustin's family and the Dullman Family 2001 101 200	PI 53
10/16/20	1	20	Asynchronous Learning Day	Mahy May	NL 0.0
10/19/20	1	21	Wonden pages 190-193 (PWb)	How do Justin's actions and thoughts develop a theme of friendshing HW: Wonder, pages 205-214	DI 52
10/19/20	1	21	1 VOINGEL, PUYED 120-120 (KVVD)	now as a sustain s actions and thoughts develop a theme of themaship? May, wonder, pages 205-210	NL J.C

10/20/20	1	22	Wonder, pages 217-227 (RWa)	How does August change over the course of pages 216-227? HW: Wonder, pages 228-234	RL 5.3
10/21/20	1	23	Wonder, pages 235-248 (RWa)	How does this part of the novel help develop a theme of friendship in the novel? HW: Wonder, pages 250-260	RL 5.2
10/22/20	1	24	Wonder, pages 252, 256, 255, 259 (RWb)	How does August's character develop in this section? HW: Wonder, pages 261-275	RL 5.3
10/23/20			Asynchronous Learning Day	Moby Max	
10/26/20	1	25	Wonder, pages 276-283 (RWa)	What lesson does August learn in this section of the novel? HW: Wonder, pages 284-293	RL 5.2
10/27/20	1	26	Wonder, pg 73,pg 228, pgs 289-291 (RWb) See Unit Plan	How do August's feelings about the helmet change over the course of the novel? HW: Wonder, pages 284-293	RL 5.3
10/28/20	1	27	Wonder, pages 298-301 (RWb) "A Simple Thing"	How does the title"A Simple Thing" relate to the central idea of Mrs. Tushman's speech? HW: Wonder, pages 305-313	RL 5.2
10/29/20	1	28	Wonder, pages 305-313 (RWb)	What lesson does August learn by the end of the novel? HW Reread section of Wonder for the Performance Task	RL 5.2
10/30/20			Asynchronous Learning Day	Moby Max	
11/2/20	1	29	Performance Task		RL 5.1/5.2
11/3/20	2	1	Esperanza Rising, pages 1-12 (RWa)	Make a prediction about what is coming next in Esperanza Rising. HW: Background Mexican Revolution	RL 5.1/5.2/5.3
11/4/20	2	2	Esperanza Rising, pages 12-18 (RWa)	What is "the river" that separates Miguel and Esperanza? HW: Esperanza Rising, pp 18-22	RL 5.4
11/5/20	2	3	Esperanza Rising, pages 23-33 (RWa)	What should Esperanza and her family do? (See Unit Plan) HW: Esperanza Rising, Chapter 4, pp 34-38	RL 5.1/5.2/5.3
11/6/20			Asynchronous Learning Day	Moby Max	
			END OF TRIMESTER 1		
11/9/20			Intersession		
11/10/20			Intersession		
11/11/20			VETERAN'S HOLIDAY		
11/12/20			Intersession		
11/13/20			Intersession		
11/16/20			Intersession		
11/17/20			Intersession		
11/18/20			Intersession		
11/19/20			Intersession		
11/21/20					
11/23/20			Thanksgiving Break		
11/24/20			Thanksgiving Break		
11/25/20			Thanksgiving Break		
11/26/20			Thanksgiving Break		
11/27/20			Thanksgiving Break		
11/30/20	2	4	Esperanza Rising, pages 39-53 (RWa)	See the Lesson Plan	RL 5.1/5.3/5.4
12/1/20	2	5	Esperanza Rising, pages 58-72 (RWa)	See the Lesson Plan	RL 5.1/6.5
12/2/20	2	6	Esperanza Rising, pages 72-80 (RWa)	What is "the river" that separates Miguel and Esperanza?	RL 5.4
12/3/20	2	7	Esperanza Rising, pp. 85-93 (RWa)	Agree/disagree: Esperanza has become "rich" in spirit.	RL 5.1/5.2/5.3
12/4/20			Asynchronous Learning Day	Moby Max	
12/7/20	2	8	Esperanza Rising, selections from pp. 93-99 and nonfiction	Did Esperanza's family make the right choice in coming to California?	RI 5.1/5.2
12/8/20	2	9	Esperanza Rising , pages 100-116 (RWa)	Agree or Disagree: Esperanza has become "rich" in spirit. HW: Esperanza Rising, pp 116-120	RL 6.3
12/9/20	2	10	Esperanza Rising, pp. 121-125 (RWa)	What are two ways Esperanza has changed? Agree/Disagree: The roses represent Esperanza's past. HW: pages 125-129	RL 5.4/6.3
12/10/20	2	11	Esperanza Rising, pp. 129-135 (RWa)	Is Marta right that the workers are like "small, meek animals"? Why or why not?	RL 5.1
12/11/20			Asynchronous Learning Day	Moby Max	
12/14/20	2	12	Esperanza Rising, pp. 139-157 (RWa)	See Lesson Plan	RL 5.3
12/15/20	2	13	Esperanza Rising, pp. 162-172 (RWa)	Is Esperanza right to refuse to strike? Why or why not?	RL 5.1
12/16/20	2	14	Esperanza Rising, pp. 179-198 (RWa)	Is it right to strike?	RL 5.1
12/17/20	2	15	Esperanza Rising, pp. 199-213 (RWa)	Is it right to strike?	RL 5.1
12/18/20			Asynchronous Learning Day Quiz #5 (Illuminate)	Moby Max	
12/21/20			Winter Break		
12/22/20			Winter Break		
12/23/20			Winter Break		
12/24/20			Winter Break		
12/25/20			Winter Break		

12/28/20	Winter Break		
12/29/20	Winter Break		
12/30/20	Winter Break		
12/31/20	Winter Break		
1/1/21	Winter Break		
1/4/21 2	16 Esperanza Rising, pp. 214-229 (RWa)	Who is right about America: Miguel or Esperanza?*	RL 5.1/5.3
1/5/21 2	17 Esperanza Rising, pp. 234-247 (RWa)	See Lesson Plan	RL 5.1/5.3/5.4
1/6/21 2	18 Socratic Circles Preparation	See Lesson Plan	
1/7/21 2	19 Socratic Circles	See Lesson Plan	
1/8/21	Asynchronous Learning Day (PD IA)	Moby Max	
1/11/21 2	20 Esperanza Rising Performance Task		RL 5.1/5.2
1/12/21	Interim Assessments		
1/13/21	Interim Assessments		
1/14/21	Flex Day: Prepare for Unit 3: Number the Stars		
1/15/21	Asynchronous Learning Day	Moby Max	
1/18/21	Martin Luther King Holiday/No School		
1/19/21 3	1 "Hitler in Power" & "The Path to Nazi Genocide"	Why is Denmark under German occupation in 1943?	RI 5.1
1/20/21 3	2 Number the Stars, pp. 1-10 (RWa)	See the Lesson Plan	RL5.1/5.2
1/22/21 3	3 Number the Stars, Chapter 2 (RWa)	To what extent is the story of King Christian a fairy-tale for the Danes?	RI 5.1
1/23/21	Asynchronous Learning Day	Moby Max	
1/25/21 3	4 Number the Stars, pp. 17-26 (RWa)	Annemarie gets less courageous as she gets older. Agree or Disagree.	RL 5.1/5.2
1/26/21 3	5 Number the Stars, pp. 33-38 & "American Holocaust Museum: Denmark"	Why did the Johansen family take in Ellen?	RL 5.1/5.2
1/27/21 3	6 Excerpt from Under a Cruel Star (CR)	See Lesson Plan	RI 5.3
1/28/21 3	7 Number the Stars, pp. 43-49 (RWa)	Based on pages 43-49, what is courage?	RL 5.2/5.3
1/29/21	Asynchronous Learning Day	Moby Max	
2/1/21 3	8 Number the Stars, pp. 54-66 (RWa)	This lesson's exit ticket consists of multiple choice questions.	RL 5.1/5.2/5.4
2/1/21 3 2/2/21	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today	This lesson's exit ticket consists of multiple choice questions.	RL 5.1/5.2/5.4
2/1/21 3 2/2/21 2/3/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage?	RL 5.1/5.2/5.4 RL 5.2
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2
2/1/21 3 2/2/21 2/3/21 2/3/21 3 2/4/21 3 2/5/21 2	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2
2/1/21 3 2/2/21 2/3/21 2/3/21 3 2/4/21 3 2/5/21 2	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2
2/1/21 3 2/2/21 2/3/21 2/3/21 3 2/4/21 3 2/5/21 2 2/8/21 2 2/9/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2
2/1/21 3 2/2/21 2/3/21 2/3/21 3 2/4/21 3 2/5/21 2 2/9/21 3 2/10/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?"	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2
2/1/21 3 2/2/21 2/3/21 2/3/21 3 2/4/21 3 2/5/21 2 2/9/21 3 2/10/21 3 2/10/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.1/5.2 RL 5.2
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.1/5.2
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 2 2/8/21 3 2/10/21 3 2/10/21 3 2/12/21 3 2/12/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/8/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/12/21 - 2/15/21 - 2/16/21 3	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 13 Number the Stars, pp. 128-137 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa) 4 Asynchronous Learning Day Holiday/No School 13 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/8/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/12/21 - 2/15/21 - 2/16/21 3 2/17/21 3 2/17/21 3 2/18/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, Chapter 16 (RWa) 4 Asynchronous Learning Day Holiday/No School 13 11 Number the Stars, pp. 106-119 (RWa) 12 Number the Stars, pp. 128-137 (RWa) 13 Number the Stars, Pp. 128-137 (RWa) 14 Number the Stars Performance Task 1 * A Divided Nation" (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1/5.2 RI 5.5
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 4 2/19/21 -	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, chapter 16 (RWa) 4 Asynchronous Learning Day Holiday/No School 13 13 Number the Stars, pp. 128-137 (RWa) 14 Number the Stars Performance Task 15 Number the Stars Performance Task 1 "A Divided Nation" (RWa) Asynchronous Learning Day	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1/5.2 RI 5.5
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/8/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 4 2/19/21 - 2/2/22/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 13 Number the Stars, pp. 128-137 (RWa) 14 Number the Stars pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 * A bivided Nation" (RWa) Asynchronous Learning Day 2 * Dark Days in the South" (RWb)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1/5.2 RI 5.5 RI 5.1
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 - 2/19/21 - 2/2/22/21 4 2/22/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 * A bivided Nation" (RWa) Asynchronous Learning Day 2 * Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.5 RI 5.1 RI 5.1 RL 5.1
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 4 2/19/21 - 2/22/21 4 2/23/21 4 2/24/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 * A bivided Nation" (RWa) Asynchronous Learning Day 2 * Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 12-14 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree.	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.1
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 4 2/19/21 - 2/22/21 4 2/22/21 4 2/24/21 4 2/25/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 *A Divided Nation" (RWa) Asynchronous Learning Day 2 *Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree.	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 2 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 2 2/16/21 3 2/17/21 3 2/18/21 4 2/2/22/21 4 2/22/21 4 2/22/21 4 2/25/21 4 2/25/21 4 2/26/21 5	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 *A Divided Nation" (RWa) Asynchronous Learning Day 2 2 *Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) 5 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree. Moby Max	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 - 2/9/21 3 2/10/21 3 2/11/21 3 2/15/21 - 2/16/21 3 2/17/21 3 2/18/21 - 2/2/22/21 4 2/22/21 4 2/22/21 4 2/22/21 4 2/25/21 4 2/26/21 3/1/21	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 1 *A Divided Nation" (RWa) Asynchronous Learning Day 2 *Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) 5 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) Asynchronous Learning Day Asynchronous Learning Day 6 Roll of Thunder, Hear My Cry, pp. 14-15, 37, & 39-41 (RWb)	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree. Moby Max Why is the meeting with Jeremy "awkward"?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.5 RI 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3 RL 5.3 RL 5.1/5.3
2/1/21 3 2/2/21 3 2/3/21 3 2/4/21 3 2/5/21 3 2/10/21 3 2/10/21 3 2/11/21 3 2/15/21 3 2/16/21 3 2/18/21 4 2/2/22/21 4 2/2/22/21 4 2/22/21 4 2/22/21 4 2/26/21 4 2/26/21 4 3/1/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 14 Number the Stars Performance Task 15 Number the Stars Performance Task 16 Number the Stars Performance Task 17 *A Divided Nation" (RWa) Asynchronous Learning Day 2 *Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) 5 Roll of Thunder, Hear My Cry, pp. 14-15, 37, & 39-41 (RWb) NWEA: no curriculum today	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Moby Max Why is the meeting with Jeremy "awkward"?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2 RI 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3 RL 5.1/5.3
2/1/21 3 2/2/21 3 2/3/21 3 2/5/21 3 2/5/21 3 2/10/21 3 2/10/21 3 2/11/21 3 2/15/21 3 2/16/21 3 2/17/21 3 2/18/21 4 2/22/21 4 2/22/21 4 2/22/21 4 2/26/21 4 2/26/21 4 3/1/21 4 3/1/21 4 3/2/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 14 Number the Stars Performance Task 15 Number the Stars Performance Task 16 Number the Stars Performance Task 17 *A Divided Nation" (RWa) Asynchronous Learning Day 2 *Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) 5 Roll of Thunder, Hear My Cry, pp. 14-15, 37, & 39-41 (RWb) NWEA: no curriculum today	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree. Moby Max Why is the meeting with Jeremy "awkward"?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3 RL 5.3 RL 5.1/5.3
2/1/21 3 2/2/21 3 2/3/21 3 2/5/21 3 2/5/21 3 2/10/21 3 2/10/21 3 2/11/21 3 2/15/21 3 2/16/21 3 2/18/21 4 2/2/22/21 4 2/22/21 4 2/22/21 4 2/22/21 4 2/26/21 4 2/26/21 4 3/1/21 4 3/1/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4 3/2/21 4	8 Number the Stars, pp. 54-66 (RWa) NWEA: DRY RUN: no curriculum today 9 Number the Stars, pages 74-77 (RWa) 10 Number the Stars, pp. 82-87 (RWa) Asynchronous Learning Day Holiday/No School 11 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 12 Number the Stars, pp. 93-94, 32, 37-38 (RWb) 13 Number the Stars, pp. 106-119 (RWa) 13 Number the Stars, pp. 106-119 (RWa) 14 Number the Stars, Chapter 16 (RWa) Asynchronous Learning Day Holiday/No School 14 Number the Stars, pp. 128-137 (RWa) 15 Number the Stars Performance Task 14 Number the Stars Performance Task 15 Number the South" (RWa) Asynchronous Learning Day 2 "Dark Days in the South" (RWb) 3 Roll of Thunder, Hear My Cry, Chapter 1 pp. 3-8 (RWa) 4 Roll of Thunder, Hear My Cry, Chapter 1 pp. 21-31 (RWa) 5 Roll of Thunder, Hear My Cry, pp. 14-15, 37, & 39-41 (RWb) NWEA: no curriculum today NWEA: no curriculum today NWEA: no curriculum today NWEA: no curriculum today	This lesson's exit ticket consists of multiple choice questions. What lesson does Uncle Henrik teach Annemarie about courage? Is Annemarie brave? Moby Max What is Lois Lowry's message about pride in Number the Stars? What makes Annemarie so brave? (Alternatively, teachers could ask "How is Annemarie brave?" Based on Chapter 16, what is courage? Moby Max What was Lois Lowry's purpose in writing Number the Stars? What was Lois Lowry's purpose in writing Number the Stars? How do these texts share a common message? How does the quotation from the Declaration of Independence relate to the rest of the article? Moby Max What are the ways that many white Southerners continued to oppress African Americans even after slavery was ended? What do the first few pages of Roll of Thunder, Hear My Cry suggest about the Logan family? Stacey is angry with Little Man. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree. Miss Crocker is a good teacher. Agree or Disagree. Moby Max Why is the meeting with Jeremy "awkward"?	RL 5.1/5.2/5.4 RL 5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RL 5.1/5.2 RI 5.1/5.2/5.6 RL 5.1/5.2 RI 5.1 RL 5.1 RL 5.1 RL 5.1 RL 5.3 RL 5.3 RL 5.1/5.3

3/8/21	4	7 Roll of Thunder, Hear My Cry, selections from Chapter 3	The children's attack on the bus is justified. Agree or Disagree.	RL 5.3	
3/9/21	4	8 Roll of Thunder, Hear My Cry, Chapter 3 pp. 66-68 (RWa)	How does the author develop the mood in pages 66-68 of the novel?	RL 5.4	
3/10/21	4	9 Roll of Thunder, Hear My Cry, Chapter 4 pp. 83-88 (RWa)	How do pages 83-88 help explain why Papa says, "In this family, we don't shop at the Wallace Store"?	RL 5.1/5.3	
3/11/21	4	10 Roll of Thunder, Hear My Cry, Chapter 4 pp. 95-98 (RWa)	Mama's discipline is effective. Agree or disagree.	RL 5.3	
3/12/21		Asynchronous Learning Day	Moby Max		
		Trimester 2 Ends			
3/15/21		Spring Intersession Week 1, Day 1	Intersession Packet		
3/16/21		Spring Intersession, Week 1, Day 2			
3/17/21		Spring Intersession, Week 1, Day 3			
3/18/21		Spring Intersession, Week 1, Day 4			
3/19/21		Spring Intersession/Asynchronous Learning Day	Moby Max		
3/22/21	4	11 Roll of Thunder, Hear My Cry, Chapter 5 pp, 110-116 (RWa)	Stacey and Big Ma believe Cassie was wrong. Agree or Disagree.	RL 5.3	
3/23/21	4	12 Roll of Thunder, Hear My Cry, Chapter 6 pp, 125-130 (RWa)	See Lesson Plan	RL 5.2	
3/24/21	4	13 Roll of Thunder, Hear My Cry, Chapters 6 & 7, pp. 122-123, 138-139, and 142-14	Uncle Hammer is wise. Agree or Disagree.	RL 5.1/5.3	
3/25/21	4	14 Roll of Thunder, Hear My Cry, pp. 147-150	How does Mr. Morrison's story connect to the central conflict?	RL 5.5	
3/26/21		Eriday Reteach Lesson: Week 1 Day 5			
3/29/21		Spring Break			
3/30/21		Spring Break			
3/31/21		Spring Break			
4/1/21		Spring Break			
4/2/21		Spring Break			
4/5/21		School Regnening Day #1			
4/6/21		School Reopening Day #2			
4/7/21		School Reopening Day #3			
4/8/21		School Reopening Day #4			
1/0/11					
4/9/21					
4/9/21 4/12/21	4	15 Roll of Thunder Hear My Crypp 157-158 & 129-163	Why did the author most likely include the events on pages 157-158 and the events on 159-1632	BI 5.5	
4/9/21 4/12/21 4/13/21	4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Poll of Thunder, Hear My Cry pp. 175-176 & 177-181	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice Agree or Disagree	RL 5.5	
4/9/21 4/12/21 4/13/21 4/14/21	4	Is Roll of Thunder, Hear My Crypp, 157-158 & 129-163 16 Roll of Thunder, Hear My Crypp, 175-176 & 177-181 17 Poll of Thunder, Hear My Crypp, 201-206	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Paga garges with Mr. Aveny's decision. Agree or Disagree	RL 5.5 RL 5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21	4 4 4 4	Is Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Marrison is peckless. Agree or Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21	4 4 4 4	Image: Second	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/15/21 4/16/21	4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Poll of Thunder, Hear My Cry pp. 227-233 & "So That's Tust One of My Losses"	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/19/21 4/20/21	4 4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Poll of Thunder, Hear My Cry pp. 251-256	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RI 5.9	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/15/21 4/16/21 4/19/21 4/20/21	4 4 4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 265-276	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RI 5.3 RI 5.3 RI 5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/15/21 4/16/21 4/19/21 4/20/21 4/21/21	4 4 4 4 4 4 4 4 4	Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 15 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 16 Roll of Thunder, Hear My Cry pp. 201-206 17 Roll of Thunder, Hear My Cry pp. 202-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 256-276 22 Poll of Thunder, Hear My Cry Pp. 257-256	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.4 RL 5.4 RL 5.4	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/20/21 4/20/21 4/22/21	4 4 4 4 4 4 4 4 4 4	Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 15 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 16 Roll of Thunder, Hear My Cry pp. 201-206 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses' 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry Pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep Endow Reteach Lesson: Week 2, Day 2	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.3 RL 5.4 RL 5.4 RL 5.2/5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/15/21 4/20/21 4/20/21 4/22/21 4/22/21	4 4 4 4 4 4 4 4 4 4 4	Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 15 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 16 Roll of Thunder, Hear My Cry pp. 201-206 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry Pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Pp. 266-276 24 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.3 RL 5.4 RL 5.4 RL 5.2/5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/19/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/23/21 4/26/21	4 4 4 4 4 4 4 4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 19 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Longetor Hudges	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/19/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/22/21 4/26/21 4/26/21	4 4 4 4 4 4 4 4 4 4 4 4 4	Image: Second	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes' define a "hope" in his acces?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/22/21 4/26/21 4/26/21 4/27/21 4/28/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Image: Second	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Lacester Hughes with characterization agree of "hope". Agree on Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.9 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/22/21 4/26/21 4/26/21 4/28/21 4/28/21 4/29/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 260-276 22 Roll of Thunder, Hear My Cry Performance Task Prep 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 28 Roll of Thunder, Hear My Cry and "The Need for Heroes" 29 Roll of Thunder, Hear My Cry and "The Need for Heroes"	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2 RL 5.3 RL 5.4 RL 5.2 RL 5.3 RL 5.3 RL 5.4 RL 5.2 RL 5.2 RL 5.3 RL 5.2 RL 5.3 RL 5.2 RL 5.2 RL 5.3 RL 5.2 RL 5.3 RL	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/21/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/29/21 5/2/21		15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 17 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep 7 Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 8 Roll of Thunder, Hear My Cry and "The Need for Heroes" 7 Friday Reteach Lesson: Week 2, Day 3	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree.	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RL 5.2 RI 5.2 RI 5.2 RI 5.9	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/29/21 5/3/21 5/3/21		15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 260-276 22 Roll of Thunder, Hear My Cry Performance Task Prep 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Lunder, Hear My Cry and "The Need for Heroes" 4 "The Inaganese Tsugami 2011"	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How bas Tappa learned to deal with natural disasters, such as earthquarks and taumamis?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.9 RL 5.2 RL 5.2 RL 5.3 RL 5.4 RL 5.2 RL 5.2 RL 5.3 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/19/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/29/21 4/30/21 5/3/21 5/4/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep 7 Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Thunder, Hear My Cry and "The Need for Heroes" 38 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 R	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How has Japan learned to deal with natural disasters, such as earthquakes and tsunamis? How does the guithe support the claim that the gruntian of Mount Tambora "characed the world"?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.9 RL 5.1/5.3 RL 5.9 RL 5.9 RL 5.1/5.3 RL 5.9 RL 5.9 RL 5.1/5.3 RL 5.9 RL 5.9 RL 5.9 RL 5.3 RL 5.4 RL 5.2 RL 5.3 RL 5.3 RL 5.4 RL 5.2 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL	
4/9/21 4/12/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/29/21 5/3/21 5/4/21 5/5/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 19 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep 7 Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Thunder, Hear My Cry and "The Need for Heroes" 4 "The Japanese Tsunami" 3 The Volcans that changed the World	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does The author support the claim that the eruption of Mount Tambora "changed the world"? What does the author support the claim that the eruption of Mount Tambora "changed the world"?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.9 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.2 RL 5.9 RL 5.3 RL 5.4 RL 5.2 RL 5.3 RL 5.3 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.4 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5.2 RL 5.4 RL 5.2 RL 5	
4/9/21 4/12/21 4/13/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/22/21 4/28/21 4/28/21 4/29/21 5/3/21 5/4/21 5/5/21 5/6/21 5/6/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 37 Roll of Thunder, Hear My Cry and "The Need for Heroes" 41 "The Japanese Tsunami. 2011" 53 The Japanese Tsunami. 2011" 54 The Japanese Tsunami" 55 <	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How has Japan learned to deal with natural disasters, such as earthquakes and tsunamis? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2 RI 5.2 RI 5.9 RI 5.2 RI 5.9 RI 5.1/5.3 RI 5.1/5.3 RI 5.8	
4/9/21 4/12/21 4/13/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/29/21 5/3/21 5/4/21 5/5/21 5/6/21 5/7/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 202-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry pp. 266-276 22 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 "The Need for Heroes" by Langston Hughes 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 3 The Japanese Tsunami, 2011" 4 "The Japanese Tsunami" 3 The Volcane that chapan	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2 RI 5.9 RI 5.1/5.3 RI 5.1/5.3 RI 5.4/5.3	
4/9/21 4/12/21 4/13/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/22/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/29/21 5/3/21 5/4/21 5/5/21 5/6/21 5/7/21 5/10/21 5/10/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 202-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 3 The Japanese Tsunami. 2011" 4 "The Japanese Tsunami" 3 The Volcano that changed the World 4 The Volcano that changed the World 5 The Volcano that changed the World <td>Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?</td> <td>RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2 RI 5.9 RI 5.2 RI 5.9 RI 5.9 RI 5.9 RI 5.9 RI 5.1/5.3 RI 5.1/5.3 RI 5.1/5.3 RI 5.8 QUE 5.8</td>	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2 RI 5.9 RI 5.2 RI 5.9 RI 5.9 RI 5.9 RI 5.9 RI 5.1/5.3 RI 5.1/5.3 RI 5.1/5.3 RI 5.8 QUE 5.8	
4/9/21 4/12/21 4/13/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/20/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/28/21 5/3/21 5/4/21 5/5/21 5/6/21 5/10/21 5/10/21 5/11/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 5 5 5 5 5 5 5 5	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 202-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 251-256 21 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 3 The Japanese Tsunami. 2011" 4 "The Japanese Tsunami" 3 The Volcano that changed the World 4 The Volcano that changed the World 5 The Henryville Tornado	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.2 RI 5.9 RI 5.9 RI 5.9 RI 5.9 RI 5.9 RI 5.1/5.3 RI 5.1 2.8 RI 5.1	
4/9/21 4/12/21 4/13/21 4/13/21 4/14/21 4/15/21 4/16/21 4/20/21 4/20/21 4/20/21 4/22/21 4/22/21 4/26/21 4/28/21 4/28/21 4/28/21 4/28/21 5/3/21 5/4/21 5/5/21 5/6/21 5/10/21 5/11/21 5/11/21 5/12/21	4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	15 Roll of Thunder, Hear My Cry pp. 157-158 & 129-163 16 Roll of Thunder, Hear My Cry pp. 175-176 & 177-181 17 Roll of Thunder, Hear My Cry pp. 201-206 18 Roll of Thunder, Hear My Cry pp. 222-226 Friday Reteach Lesson: Week 2, Day 1 19 Roll of Thunder, Hear My Cry pp. 222-233 & "So That's Just One of My Losses" 20 Roll of Thunder, Hear My Cry pp. 227-233 & "So That's Just One of My Losses" 21 Roll of Thunder, Hear My Cry pp. 251-256 22 Roll of Thunder, Hear My Cry Pp. 266-276 23 Roll of Thunder, Hear My Cry Performance Task Prep Friday Reteach Lesson: Week 2, Day 2 23 Roll of Thunder, Hear My Cry Performance Task (Final) 24 "The Need for Heroes" by Langston Hughes 25 "The Need for Heroes" by Langston Hughes 26 Roll of Thunder, Hear My Cry and "The Need for Heroes" 27 Roll of Thunder, Hear My Cry and "The Need for Heroes" 3 The Japanese Tsunami. 2011" 4 The Japanese Tsunami. 2011" 5 The Japanese Tsunami. 2011" 6 The Jocan that changed the World 7 The No Claan that changed the World 7 The	Why did the author most likely include the events on pages 157-158 and the events on 159-163? Cassie follows Papa's advice. Agree or Disagree. Papa agrees with Mr. Avery's decision. Agree or Disagree. Mr. Morrison is reckless. Agree or Disagree. To what extent do the Ross's family experiences with oppression reflect the Logan Family's experience? Is Taylor's characterization of characters in this scene effective? Why or why not? Does Mildred Taylor end the novel with a feeling of hope or despair? What is Hughes' argument in "The Need for Heroes"? How does Hughes define a "hero" in his essay? Langston Hughes would characterize Mama as a "hero". Agree or Disagree. In what ways does Papa meet Langston Hughes' criteria for being hero? How does the author support the claim that the eruption of Mount Tambora "changed the world"? What does this text suggest about the relationship between humans and nature?	RL 5.5 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.3 RL 5.4 RL 5.2/5.3 RL 5.2/5.3 RI 5.2 RI 5.2 RI 5.9 RI 5.2 RI 5.9 RI 5.1/5.3 RI 5.1 RI 5.8 RI 5.8 RI 5.2 RI 5.4	
5/14/21			Friday Reteach Lesson: Week 2, Day 5		
--	---------	-------------	---	---	---------
5/17/21			SBAC		
5/18/21					
5/19/21					
5/20/21					
5/22/21					
5/24/21			SBAC		RI 5.8
5/25/21					RI 5 1
5/26/21					RI 5 2
5/27/21					RI 5 2
5/28/21					11 0.2
5/31/21			Memorial Day Holiday		
6/1/21	5	8	Eves in the Sky		RI 5 5
6/2/21	5	9	Explainers: Hurricanes, Cyclones and Typhoons		PI 5 2
6/3/21	5	10	"After the Storm"		PI 5 3
6/4/21	5	10			141-0.5
6/7/21	5	11	"Lava on the Loose"		DI 5 9
6/8/21	5	12	Sound by the Solfier?		NI 5.6
6/0/21	5	12	"Attack of the New seters"		RI 5.3
6/10/21	5	13	"The Liep Whideener"		RI 5.2
6/10/21	5	14	<u>Ine Lion whisperer</u>		RI 5.3
6/11/21					
6/14/21					
6/15/21					
6/16/21					
6/1//21					
6/18/21					
Writing St	andar	ds: Inco	rporated daily:		
W.5.1: Write	e opini	on pieces	on topics or texts, supporting a point of view with reasons and information.		
W.5.4: Produ	100 CIO	ar and co	herent writing in which the development and organization are appropriate to task, purpose, and audience.		
W.5.5: With	guida	nce and si	upport from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, re	writing, or tyring a new approach.	
W 5 0 Dam	some	yulaance	ana support from adults, use technology, to produce and publish writing		
W.5.9. Druw	te rou	tinely over	merary or momentum texts to support analysis, reflection and research.	audiancae	
Waiting St	andan	da · Thea	shextended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and		
W/ 5 2: W/sit	infor	us. Inco	volumetary taxts to examine a taxis and convey ideas and information cleanly		
W/ 5.4: Produ		an and co	Apprend which are apprended and convey deas and information clearly.		
W 5 5: With	auida	nce and s	innort from neers and adults development and strengthen writing as needed by planning, revising, editing, re-	writing or tyring a new approach	
W.5.9: Draw	evide	nce from	literary or information texts to support analysis, reflection and research.	וויווש, אין אווש אואר איז	
W. 5.10: Wr	ite rol	itinely ove	er extended time frames and shorter time frames for a range of discipline-specific tasks. purposes. and	audiences.	
Seaking and Listening Skills: Teconomical Daily					
SL.5.1: Enaa	ae eff	ectively in	n a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on othe	rs' ideas and expressing their own clearly.	
SL.5.2: Sum	narize	a writter	n text read aloud or informatiion presented in diverse media and formats, including visually, auantitavely	, and orally.	
SL.5.3: Sum	narize	the point	ts a speaker makes and explain how each claim is supported by reasons and evidence.	· ·	
SL.5.4: Repo	rt on d	a topic or	text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, description	ve details to support main ideas or themes; speak clearly at an undertandable pace.	
SL. 5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.					

	Grade 6 Scope and Sequence 2020-21					
Date	Unit L	esson	Description	Guiding TDQ	CCSS	
			Trimester 1-Arc 0			
8/17/20			Intersession			
8/18/20			Intersession			
8/19/20			First Day-Minimum Day: Culture Day 1 Lessons 1,2,3	Etiquette, Missions, Pillars, and Routines		
8/20/20			Culture Day 2 Lessons 1, 2, 3	Blueprint, Rules, Committment to Excellence		
8/21/20			Asynchronous Learning Day	Moby Max		
8/24/20			Culture Day 3 Lesson 1, 2, 3	Dream College, Uniform/Dress Code, Growth Mindset		
8/25/20			Culture Day 4 Lesson 1, 2, 3	Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures		
8/26/20	0	1	Annotation Basics			
8/27/20	0	2	GBTJ (Genre Based Thinking Job) Narrative			
8/28/20			Asynchronous Learning Day	Maby Max		
8/31/20	0	3	CI (Central Idea) Narrative			
9/1/20	0	4	GBTJ (Genre Based Thinking Job) Informational			
9/2/20	0	5	CI (Central Idea) Informational			
9/3/20	0	6	Writing Arguments			
9/4/20		-	Asynchronous Learning Day	Maby Max		
9/7/20			Labor Day- No School			
9/8/20	0	7	Evidence use			
9/9/20	0	8	Analysis			
9/10/20	0	9	Powerful Paragraphs			
9/11/20	-		Asynchronous Learning Day	Maby Max		
9/14/20	1	1	"Who Rules Your School? (RWa)	According to the article, what are the causes and effects of teenage cliques? HW: Anticipation guide	RI 6.1	
9/15/20	1	2	"Those Who Don't by Sandra Cisneros (CR)	What is the theme of "Those Who Don't"? HW: See the Unit Guide	RL 6.2	
9/16/20	1	3	The Outsiders pages 1-9 (RWa)	Which of the following traints best describes Ponyboy? (See Unit Guide) HW: Outsiders pp. 9-13	RI. 6.1	
9/17/20	1	4	The Outsiders pages 1-13 (RWb)	Is Ponyboy a typical Greaser?	RL 61/62/63	
9/18/20	_		Asynchronous Learning Day	Maby Max		
9/21/20	1	5	The Outsiders, pages 13-18 (RWb)	Is Darry protective or resentful of Ponyboy? HW: Outsiders. PP 19-23	RL 6.1/6.2/6.3	
9/22/20	1	6	The Outsiders, pages 24-31 (RWa)	What can you infer about what the Greasers value and why? HW: Outsiders. pp 31-41	RL 6.1/6.2/6.3	
9/23/20	1	7	The Outsiders, pp. 31-34 (RWb)	Explain how the flashback on pages 31-34 develops the central conflict of the novel. HW: Outsiders. pp. 41-52	RL 6.2	
9/24/20	1	8	The Outsiders, pp. 34-47 (RWb)	Does Ponyboy see the Greasers and Socs as more similar or more different? HW: Outsiders. pp. 53-67	RL 6.1/6.3	
9/25/20		-	Asynchronous Learning Day	Maby Max		
9/28/20	1	9	The Outsiders, pp. 56-57 (RWb)	Does SE Hinton effectively characterize Johnny on pas 56-58? HW: Read "the Robber's Cave Experiment)	RL 6.2/6.3	
9/29/20	1	10	"The Robbers Cave Experiment" & The Outsiders (RWb)	How does the Robber's Cave Study help explain why Johnny was jumped? HW: Outsiders pp 68-79	RI 6.1/6.2	
9/30/20	1	11	The Outsiders, pp. 76-78 & "Nothing Gold Can Stay" (CR)	(See the Unit Guide for TDQ) HW: Outsiders. pp. 80-90	RL 6.2/6.4	
10/1/20	1	12	The Outsiders various excerpts (RWb)	How does the interaction between Johnny and Dally develop a theme of the novel? HW: Outsiders pp 90-99	RI. 6.2/6.3/6.4	
10/2/20	_		Asynchronous Learning Day	Maby Max		
10/5/20	1	13	The Outsiders nn 97-99 (RWb)	How does the relationship between Johnny and Darry support a theme in the novel? HW: Outsiders on 100-110	RI 62/63	
10/6/20	1	14	The Outsiders, pp. 37-39 (1119)	How does the conversation between Randy and Ponyboy contribute to a larger theme(See Unit Guide)	RL 6 2/6.3	
10/7/20	1	15	The Outsiders no 119-130 (RWb)	How does Hinton's characterization of Johnny and Dally contribute to the theme in the novel?	RI 62/63	
10/8/20	1	16	The Outsiders pp 131-137 (RWb)	Does Ponyboy want to fight in the numble? HW: Outsiders no. 138-145	RI 6.2/6.3/6.4	
10/9/20	-		Asynchronous Learning Day	Moby Max		
10/12/20	1	17	The Outsiders on 142-143 (RWb)	How does the scene between Paul and Darry develop a theme of the novel? HW: Outsiders nn 145-149	RI, 6 2/6.3	
10/13/20	-	18	The Outsiders pp 150-155 (RWa)	How does Dally's death contribute to the author's message on violence? HW: Outsiders on 155-156	RI 62/63	
10/14/20	-	19	The Outsiders pp 161-166 (RWb)	What is the significance of Ponyboy finding Bob's picture in the vershook? HW: Outsiders nn 167-172	RI. 6 2/6 3	
10/15/20	1	20	The Outsiders on 165-166 169 170-171 (RWb)	How do Ponyhoy's actions reveal about the process of arieving? HW: Outsiders nn 172-180	RI 62/63	
10/16/20	-	20	Asynchronous Learning Day	Mohy Max		
20, 20, 20						

10/19/20	1	21 The Outsiders, pp. 178-180 (RWb)	How do the last pages of The Outsiders contribute to the theme of the novel? HW: Reread the author's letter	RL 6.2/6.3
10/20/20	1	22 Performance Task Day #1	HW: Read "The Outsiders Lives On"	RL 6.2/6.3
10/21/20	1	23 Performance Task Day #2	HW: Reflection on the novel studey	RL 6.2/6.3
10/22/20		Flex Day: Preparation for Unit 2: Claudette Colvin		RL 6.2/6.3
10/23/20		Asynchronous Learning Day	Moby Max	
10/26/20	2	1 Eyes on the Prize; Excerpts from Roll of Thunder (RWa)	What struggles did African Americans face during the pre-Civil Rights era of Jim Crow?	RL/RI 6.1
10/27/20	2	2 Eyes on the Prize, excerpts (RWa w/video)	How did people fight for change during the Civil Rights Era? HW: NF articles on Rosa Parks (See Guide)	RI T.1/6.2
10/28/20	2	3 Eyes on the Prize, excerpts (RWa w/video)	How did people fight for change during the Civil Rights Era? HW: NF articles on Ruby Bridges (See Guide)	RI 6.1/6.2
10/29/20	2	4 Many Rivers to Cross, excerpt from Part 5 (RWa w/video)	How did people fight for change during the Civil Rights Era? HW: See the lesson plan	RI 6.1/6.2
10/30/20		Asynchronous Learning Day	Moby Max	
11/2/20	2	5 Claudette Colvin, pp. 3-9 (RWa)	See Lesson Plan	RI 6.1/6.2/6.3
11/3/20	2	6 Claudette Colvin, pp. 8-9 (RWb)	Why does Hoose include paragraph 1-5 on pages 8-9? HW: Claudette Colvin, pp. 10-15	RI 6.5
11/4/20	2	7 Claudette Colvin: Twice Toward Justice (pp. 8-9, 12) (RWb)	Why does Hoose include Claudette's perspective on page 12 and page 17? (Day 1) HW: Claudette Colvin, pp. 15-19	RI 6.6
11/5/20	2	8 Claudette Colvin, page 17 (RWb)	Why does Hoose include Claudette's perspective on page 12 and page 17? (Day 2) HW: Claudette Colvin, pp. 20-26	RI 6.6
11/6/20		Asynchronous Learning Day	Moby Max	
		END OF TRIMESTER 1		
11/9/20		Intersession		
11/10/20		Intersession		
11/11/20		VETERAN'S HOLIDAY		
11/12/20		Intersession		
11/13/20		Intersession		
11/16/20		Intersession		
11/17/20		Intersession		
11/18/20		Intersession		
11/19/20		Intersession		
11/21/20				
11/23/20		Thanksgiving Break		
11/24/20		Thanksgiving Break		
11/25/20		Thanksgiving Break		
11/26/20		Thanksgiving Break		
11/27/20		Thanksgiving Break		
11/30/20	2	9 Claudette Colvin, pp. 23-26 (RWa)	Hoose believes Jeremiah Reeves was guilty. Agree or Disagree HW: Claudette Colvin, pp. 26-29	RI 6.6
12/1/20	2	10 Claudette Colvin, pp. 31-32 (RWb)	Scholars will answer multiple choice guestions instead of an OR prompt. HW: Claudette Colvin, pp 30-37	RI 6.1/6.3
12/2/20	2	11 Claudette Colvin: Twice Toward Justice (pp. 33-36) (RWb)	Claudette's protest was nonviolent. Agree or Disagree (Day 1) HW: Claudette Colvin, pp. 38-46	RI 6.1/6.3
12/3/20	2	12 Claudette Colvin: Twice Toward Justice (pp. 33-36) MLK Jr.'s Principles of Nonviolence (RWb)	Claudette's protest was nonviolent. Agree or Disagree HW: Claudette Colvin, pp. 46-49	RI 6.1/6.3
12/4/20		Asynchronous Learning Day	Moby Max	
12/7/20	2	13 Claudette Colvin, pp. 51-54 (RWa)	The African-American community did not care about Claudette, Agree or Disagree	RI 6.1
12/8/20	2	14 Claudette Colvin: Twice Toward Justice, pp. 64-65 (RWb)	How do pages 64-65 contribute to the central idea of the book? (Day 1) HW: Claudette Colvin, pp. 67-77	RI 6.5
12/9/20	2	15 Claudette Colvin: Twice Toward Justice, pp. 64-65 and Barack Obama's speech on Rosa Parks	How do pages 64-65 contribute to the central idea of the book? (Day 2) HW: Claudette Colvin, pp. 73-81	RI 6.5
12/10/20	2	16 Claudette Colvin: Twice Toward Justice (pp. 37, 60-61, 63-65)	How does the author support the claim that Claudette inspired the Montaomery Bus Boycott? (Day 1)	RI 6.8
12/11/20		Asynchronous Learning Day	Moby Max	
12/14/20	2	17 Claudette Colvin: Twice Toward Justice (pp. 39, 42, and 63) (RWb)	How does the author support the claim that Claudette inspired the Montgomery Bus Boycott? (Dav 2)	RI 6.8
12/15/20	2	18 Claudette Colvin: (pp. 106-109 & 117, 119) & Montgomery Bus Bovcott	See Lesson Plan	RI 6.9
12/16/20	2	19 Claudette Colvin: Twice Toward Justice (various sections)	How does Hoose support the claim that Claudette played a central role in destroving racial segregation? (Day 2)	RI 6.8
12/17/20	2	20 Socratic Circles Preparation	······································	RI 6.2
12/18/20	-	Asynchronous Learning Day	Moby Max	
12/21/20		Winter Break		
12/22/20		Winter Break		

12/23/20		Winter Break		
12/24/20		Winter Break		
12/25/20		Winter Break		
12/28/20		Winter Break		
12/29/20		Winter Break		
12/30/20		Winter Break		
12/31/20		Winter Break		
1/1/21		Winter Break		
1/4/21	2	21 Socratic Circles	What does Phillip Hoose mean when he calls Claudette "the girl who changed history"?	RI 6.2
1/5/21	2	22 "I Have a Dream" by MLK Jr.	How does Martin Luther King, Jr. communicate his central idea in the speech "I Have a Dream"?	RL 6.1
1/6/21	2	23 "I Have a Dream" by MLK Jr.	How does Martin Luther King, Jr. communicate his central idea in the speech "I Have a Dream"?	RL 6.2
1/7/21		Flex Day: Prepare for Unit 3: The Giver		
1/8/21		Asynchronous Learning Day (PD IA)	Moby Max	
1/11/21	3	1 The Giver, Chapter 1, pp.1-6 (RWa)	What does Jonas' community value?	RL 6.2
1/12/21		Interim Assessments		
1/13/21		Interim Assessments		
1/14/21	3	2 The Giver, Chapter 1 selections (RWb)	The kids believe in the rules. Agree or Disagree.	RL 6.3
1/15/21		Asynchronous Learning Day	Moby Max	
1/18/21		Martin Luther King Holiday/No School		
1/19/21	3	3 The Giver, Chapter 2 selections (RWb)	Jonas is relieved that the Elders choose the Assignments. Agree or Disagree.	RL 6.3
1/20/21	3	4 The Giver, Chapter 3 selections (RWb)	What does Jonas' Community value?	RL 6.1
1/22/21	3	5 The Giver, Chapter 4 selections (RWb)	The Community values the Old. Agree or Disagree.	RL 6.1/6.6
1/23/21		Asynchronous Learning Day	Moby Max	
1/25/21	3	6 The Giver, Chapter 5 selections (RWb)	Jonas is thankful to be rid of the stirrings. Agree or Disagree.	RL 6.3
1/26/21	3	7 The Giver, Chapter 6 selections (RWb)	What is the purpose of the Ceremony of Loss and the Murmur-of-Replacement Ceremony?	RL 6.3
1/27/21	3	8 The Giver, Chapter 7 selections (RWb)	The Community respects Asher. Agree or Disagree.	RL 6.3
1/28/21	3	9 The Giver, Chapter 8 selections (RWb)		RL 6.3
1/29/21		Asynchronous Learning Day	Moby Max	
2/1/21	3	10 The Giver, Chapter 10 (RWb)	What does Chapter 10 suggest about the significance of memories?	RL 6.2
2/2/21		NWEA: DRY RUN: no curriculum today		
2/3/21	3	11 The Giver, Chapter 11 selections (RWb)	Sameness improved the Community. Agree or Disagree.	RL 6.3
2/4/21	3	12 The Giver, Chapter 12 selections & amp; Colorblindness article	Sameness has made the Community better. Agree or Disagree.	RL 6.3
2/5/21		Asynchronous Learning Day	Moby Max	
2/8/21		Holiday/No School		
2/9/21	3	13 The Giver, Chapter 13 selections (RWb)	Jonas enjoys his special privileges. Agree or Disagree.	RL 6.3
2/10/21	3	14 The Giver, selections from pages 128-143 (RWb)	The Community respects the Giver. Agree or Disagree.	RL 6.1/6.6
2/11/21	3	15 The Giver, pages 149-152 (RWb)	The Giver should have waited to give Jonas the memory of war. Agree or Disagree.	RL 6.1
2/12/21		Asynchronous Learning Day	Moby Max	
2/15/21		Holiday/No School		
2/16/21	3	16 The Giver, pp. 155-159 & 163-170 (RWb & RWa)	Jonas believes Sameness made the Community better. Agree or Disagree.	RL 6.1/6.3/6.6
2/17/21	3	17 The Giver, selections from pages 170-181 (RWb)	Rosemary was selfish. Agree or Disagree.	RL 6.1/6.3
2/18/21	3	18 The Giver, pp. 182-193 (RWb)	Jonas' father is cruel. Agree or Disagree.	RL 6.1/6.3
2/19/21		Asynchronous Learning Day	Moby Max	
2/22/21	3	19 The Giver, pp. 194-203 (RWb)	Jonas' decision to leave the Community was unfair. Agree or Disagree.	RL 6.1/6.3
2/23/21	3	20 The Giver, pp. 190-192 & 206-207 (RWb)	The Community is cruel. Agree or Disagree.	RL6.1
2/24/21	3	21 The Giver, pp. 210-218 (RWb)	Jonas should have left Gabriel. Agree or Disagree.	RL 6.1/6.3
2/25/21	3	22 The Giver, pp. 219-225 & "Hypothermia: Deadly Cold"	Jonas and Gabriel find Elsewhere. Agree or Disagree.	RL 6.1
2/26/21		Asynchronous Learning Day	Moby Max	

3/1/21	3	23	The Giver, Performance Task	See Lesson Plan	RL 6.1/6.2
3/2/21			NWEA: no curriculum today		
3/3/21			NWEA: no curriculum today		
3/4/21			NWEA: no curriculum today		
3/5/21			Asynchronous Learning Day	Moby Max	
3/8/21	4	1	Shipwreck: "Just Imagine" and "The Heroic Age of Exploration"	Why did polar explorations fail?	RI 6.2
3/9/21	4	2	Shipwreck: "Just Imagine" and "The Heroic Age of Exploration"	Why did polar explorations fail?	RI 6.2
3/10/21	4	3	Amundsen's Journal: "The South Pole"	How does Amundsen emphasize the significance of flag planting?	RI 6.3
3/11/21	4	4	"The Last March" from Scott's Last Expedition	What do Scott's entries reveal about his relationship with his men?	RI 6.2
3/12/21			Asynchronous Learning Day	Moby Max	
			Trimester 2 Ends		
3/15/21			Spring Intersession Week 1, Day 1	Intersession Packet	
3/16/21			Spring Intersession, Week 1, Day 2		
3/17/21			Spring Intersession, Week 1, Day 3		
3/18/21			Spring Intersession, Week 1, Day 4		
3/19/21			Spring Intersession/Asynchronous Learning Day	Moby Max	
3/22/21	4	5	Shipwreck: "The Imperial Trans-Antarctic Expedition" (RWb)	What motivated Shackleton to launch the Imperial Trans-Antarctic Expedition?	RI 6.2
3/23/21	4	6	Shipwreck: "The Growlers"	Based on Chapter 3, what made Shackleton a strong leader?	RI 6.2
3/24/21	4	7	"Fist of the Antarctic"	How does the author emphasize the challenge that the ice presented The Endurance?	RI 6.3
3/25/21	4	8	"Winter on the Pack"	How does the author support the claim that the crew of the Endurance made "the best of it" during the Winer?	RI 6.3
3/26/21			Friday Reteach Lesson: Week 1, Day 5		
3/29/21			Spring Break		
3/30/21			Spring Break		
3/31/21			Spring Break		
4/1/21			Spring Break		
4/2/21			Spring Break		
4/5/21			School Reopening Day #1		
4/6/21			School Reopening Day #2		
4/7/21			School Reopening Day #3		
4/8/21			School Reopening Day #4		
4/9/21					
4/12/21	4	9	"Pressure"		RI 6.3
4/13/21	4	10	Endurance Chapter 1		RI 6.3
4/14/21	4	11	"The Face of the Deep is Frozen"		RI 6.3
4/15/21	4	12	"Ocean Camp"		RI 6.3
4/16/21			Friday Reteach Lesson: Week 2, Day 1		
4/19/21	4	13	"Mutiny and Patience, Patience, Patience"		RI 6.3
4/20/21	4	14	Shipwreck at the Bottom of the World, pg. 69-70		RI 6.2
4/21/21	4	15	Shipwreck: Mid Unit Performance Task		RI 6.1/6.2
4/22/21	4	16	"Into the Boats" and Endurance, p172-174		RI 6.9
4/23/21			Friday Reteach Lesson: Week 2, Day 2		
4/26/21	4	17	Excerpt from the Ice and Shackleton's Stowaway, P172-174		RI 6.3/6.9
4/27/21	4	18	Passage to Elephant Island		RI 6.3
4/28/21	4	19	Passage to Elephant Island, Pg 85-89 RWb		RI 6.3
4/29/21	4	20	Shipwreck pp. 100-101 & Endurance pp. 301-302		RI 6.3
4/30/21			Friday Reteach Lesson: Week 2. Day 3		
5/3/21	4	21	Shipwreck pp. 100-101 & Shackleton's Stowaway pp. 218-220 and pp. 225-226		RI 6.9
5/4/21	4	22	"The End of the Open Boat Journey"		RI 6.3
0, ., -1	•			1	

5/5/21	4	23	Shipwreck pages 103-104 and Endurance pages 315-316	RI 6.9
5/6/21	4	24	Shipwreck, pp. 106-117	RI 6.3
5/7/21			Friday Reteach Lesson: Week 2, Day 4	
5/10/21	4	25	*Camp Wild" and Shackleton's Stowaway pages 249-251	RI 6.9
5/11/21	4	26	Shipwreck pages 123-126 and Endurance pages 352-353	RI 6.9
5/12/21	4	27	Shipwreck Final Performance Task	RI 6.3/6.9
5/13/21			Flex Day: Prepare for Unit 5:	
5/14/21			Friday Reteach Lesson: Week 2, Day 5	
5/17/21			SBAC	
5/18/21				
5/19/21				
5/20/21				
5/22/21				
5/24/21			SRAC	
5/25/21				
5/26/21				
5/27/21				
5/28/21				
5/31/21			Namonial Day, Haliday	
6/1/21	5	1	Mentor ta Cay Fonday	DI /DT 6 1: DI 6 2
6/2/21	5	2		RL/RI 0.1, RL 0.2
6/2/21	5	2	Ine odyssey. Excerpt from book 2	RL 0.1/7.3
6/3/21	5	3		RL 0.1/0.3
6/4/21	-			
5/31/21	5	4	The Odyssey: Excerpt from Book 9	RL 6.3
6/1/21	5	5	The Odyssey: Excerpt from Book 9, lines 216-335	RL 6.1/6.2
6/2/21	5	6	The Odyssey: Excerpt from Book 9, lines 360-473	RL 6.1/6.3
6/3/21	5	7	The Odyssey: Excerpt from Book 9, lines 474-566	RL 6.3
6/4/21				
6/7/21	5	8	Excerpt from Book 12 of the Odyssey. Lines 32-146	RL 6.2
6/8/21	5	9	Excerpt from Book 12 of the Odyssey, lines 147-208	RL 6.4
6/9/21	5	10	Excerpt from Book 12 of the Odyssey, lines 208-259	RL 6.4/6.5
6/10/21	5	11	Excerpt from Book 13 of the Odyssey, lines 363-440	RL 6.1/6.2
6/11/21				
6/14/21	5	12		
6/15/21	5	13		
6/16/21	5	14		
6/17/21	5	15		
6/18/21				
Writing Sta	ndard	s: Inco	rporated daily:	
W.6.1: Write	argum	ents to s	support claims with clear reasons and relevant evidence	
W.6.4: Produ	ce clea	r and co	herent writing in which the develpment and organization are appropriate to task, purpose, and audience.	
W.6.5: With	some g	uidance	and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or tyring a new approach.	
W.6.6: Use tecnology, to produce and publish writing as well as to interact and collaborate with others				
W.6.9: Draw evidence from literary or information texts to support analysis, reflection and research.				
W.6.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.				
Writing Sta	ndard	s: Inco	rporated with Performance lasks	
W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.				
W.6.4: Produ	ce clea	r and co	nerent writing in which the development and organization are appropriate to task, purpose, and audience.	
W.6.9: With some guidance and support from peers and adults, develop, and strengthen writing as needed by planning, revising, editing, rewriting, or tyring a new approach.				

W.6.9: Draw evidence from literary or information texts to support analysis, reflection and research.				
W.6.10: Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.				
Speaking and Listening Skills: Incorporated Daily				
SL.6.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.				
SL.6.2:Interpret informatiion presented in diverse media and formats, including visually, quantitavely, and orally and explain how it contributes to a topic, text, or issue under study.				
SL.6.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported b reasons and evidence from claims that are not.				
SL.6.4: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.				
SL. 6.6: Adapt speech to a variety of contexts and tasks, using formal English when indicated or appropriate.				

Grade 7 Scope and Sequence 2020-21					
Date	Unit	Lesson Description	Guiding TDQ	CCSS	
		Trimester 1-Arc 0			
8/17/20		Intersession			
8/18/20		Intersession			
8/19/20		First Day-Minimum Day: Culture Day 1 Lessons 1,2,3	Etiquette, Missions, Pillars, and Routines		
8/20/20		Culture Day 2 Lessons 1, 2, 3	Blueprint, Rules, Committment to Excellence		
8/21/20		Asynchronous Learning Day	Moby Max		
8/24/20		Culture Day 3 Lesson 1, 2, 3	Dream College, Uniform/Dress Code, Growth Mindset		
8/25/20		Culture Day 4 Lesson 1, 2, 3	Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures		
8/26/20	0	1 Annotation Basics	<u> </u>		
8/27/20	0	2 GBTJ (Genre Based Thinking Job) Narrative			
8/28/20		Asynchronous Learning Day	Moby Max		
8/31/20	0	3 CI (Central Idea) Narrative			
9/1/20	0	4 GBTJ (Genre Based Thinking Job) Informational			
9/2/20	0	5 CI (Central Idea) Informational		-	
9/3/20	0	6 Writing Arguments			
9/4/20		Asynchronous Learning Day	Moby Max		
9/7/20		Labor Day- No School			
9/8/20	0	7 Evidence use			
9/9/20	- 0	8 Analysis			
9/10/20	- 0	0 Powerful Parcoranhe		-	
9/11/20		Asynchronour Learning Day	Noby Max		
0/14/20	1	1 Echnomboit 151 Coimon's Introduction provid via (DWa)	nuuy maa Aasandiine ta Nail Geiman, what is the numeroo of spoulating fistion? INV/ "The Sun they Had" by Tagos Asimov	DT 7 2	
0/15/20	1	2 "The Sup They Hed" by Teese Asimou (DW/b)	According to rear outning, what is the purpose of speculative factoriar. Two the functional by Island Asimov	DI 72	
9/15/20	1	2 The Padagt new hour Pradhum (RWD)	How is the story. The Function of the standard of speculative fiction. HW: Enclosing fiction by Ray Bradoury	RL 7.2	
9/10/20	1	5 The Pedestrian by Ray Bradbury (RWD)	How is the story The Pedestrian an example of speculative fiction? Hw: Finish Balman's intorduction (pp. xiv-xvi)	RL 7.2	
9/1//20	1	4 Fahrennen 451, pp. 1-2 (CR)	How does should be a second se	RL 7.3	
9/10/20	1	5 Echronicait 451 n2 7	Mukar (Clanica's impost on Montoo)	DI 72/74	
9/21/20	1	6 E-handrid 451, 9, 15	What is clarises impact on working? — — — — — — — — — — — — — — — — — — —	RL 7.3/7.0	
9/22/20	1	7 E-handright 451, 31, 25	What do the events of pages 12-13 reveal about the society in F+312 PHW- "rainenneit +31, pp. 10-21	RL 7.2	
9/23/20	1	7 Fahrenheit 451, 21-25	Scholars will answer a series of multiple choice questions to test comprehension. Hwy Skiel and Coar Police Porce ?	RL 7.3/7.0	
9/24/20	- 1	8 Farrennen 451, pz1-25	The Mechanical Hound is a angerous to numans. Agree or Disagree Hw: Farrennett 491, pp. 23-20	RL 7.2	
9/25/20	- 1	Asynchronous Learning Day		N 72	
9/28/20	1	9 Fahrenheit 451, pages 25-28 (RWD)	According to clarisse, what is the biggest problem with life as it is in Fantement 4017 HW: Fantement 401, pp. 29-39	RL 7.2	
9/29/20	1	10 Fahrenheit 451, p 1-2, 334-37 (RWD)	What do books represent in rannenneit 4017 HW: rannenneit 401, pp. 39-40	RL 7.2	
9/30/20	1	11 Fahrenheit 451, pages 1-3, 30, 34 (RWb)	What do colors represent in Fahrenheit 491/ HW: Fahrenheit 491, pp. 45-50	RL 7.2	
10/1/20	1	12 Mid Unit Performance Task	What does the police car in "The Pedestrian" represent?	RL 7.1/7.2	
10/2/20		Asynchronous Learning Day Quiz #2 (Illuminate)	Moby Max	<u></u>	
10/5/20	1	13 Fahrenheit 451, pages 39-50 (RWb)	(See the Unit Guide) HW: Fahrenheit 491, pp. 50-65	RL 7.2/7.3	
10/6/20	1	14 Fahrenheit 451, pp. 17-18, 21, 24, 26-27, 28 (See Guide) (RWb)	(See the Unit Guide) HW: Fahrenheit 451, pp. 67-71	RL 7.2	
10/7/20	1	15 Fahrenheit 451, pp. 67-71 and Allegory of the Cave (RWb)	How does Plato's cavee allegory relate to Fahrenheit 451? HW: Fahrenheit 451, pp. 71-76	RL 7.2	
10/8/20	1	16 Fahrenheit 451, pp. 67-79, 12, 23-24, 27-28 & 16-18 (RWb)	What is Bradbury's commentary on technology? HW: Fahrenheit 451, pp. 76-83	RL 7.2	
10/9/20		Asynchronous Learning Day	Moby Max		
10/12/20	1	17 Fahrenheit 451, pages 78-83 (RWb)	What is Faber's argument about books? HW: Fahrenheit 451, pp. 81-89	RL 7.2	
10/13/20	1	18 Fahrenheit 451, pp. 89-98 (RWa)	Scholars will answer literal questions and will make a prediction about the events to come. HW: Reread Fahrenheit 451 p96-97 and Dover Beach	RL 7.6	
10/14/20	1	19 Fahrenheit 451, pp 89-98 & "Dover Beach"	How does Matthew Arnold's poem "Dover Beach" relate to the world of Fahrenheit 451? HW: Fahrenheit 451, pp. 99-111	RL 7.2	
10/15/20	1	20 Fahrenheit 451, pp. 109-111 (RWb)	Have Montag's feelings about fire changed? HW: Fahrenheit 451, pp. 111-119	RL 7.2	
10/16/20		Asynchronous Learning Day Quiz #3 (Illuminate)	Moby Max		
10/19/20	1	21 Fahrenheit 451, pages 111-119 (RWb)	How does Beatty's death develop a theme of the novel? HW: "The Fall of Icarus"	RL 7.2/7.3	
10/20/20	1	22 "The Fall of Icarus" (RWb))	How does the myth of Icarus relate to the characters and events in Fahrenheit 451? HW: Fahrenheit 451, p. 119-123	RL 7.2	
10/21/20	1	23 Fahrenheit 451, pp. 124-130 (RWa)	Scholars will answera series of multiple choice questions to test comprehension. HW: Fahrenheit 451, pp. 130-148	RL 7.2	
10/22/20	1	24 Fahrenheit 451, pp. 138-148 (RWb)	In what ways do the actions of Granger and his community exemplify the meaning of the quotation "if they give you ruled paper, write the other way"?	RL 7.2	
10/23/20		Asynchronous Learning Day	Moby Max		
10/26/20	1	25 Fahrenheit 451, pages 148-158 (RWb)	How does Granger's anectodote about his grandfather contribute a theme to the novel Fahrenheit 451? HW: Legacy Narrative	RL 7.2	
10/27/20	1	26 Fahrenheit 451, pp. 156-158 & excerpt from Ecclesiastes (RWb)	Select one line from the poem that you feel connect most to Montag's journes (See Guide) HW: Legacy Narrative Assignment	RL 7.2	

10/28/20	1	27	PT Reading Day Fahrenheit 451, selections	How is Fahrenheit 451 an example of speculative fiction? HW: Unit reflection	RL 7.2
10/29/20	1	28	Performance Task	How is Fahrenheit 451 an example of speculative fiction?	RL 7.2
10/30/20			Asynchronous Learning Day	Moby Max	
11/2/20	2	1	Dehumanization (RWa)	Three short responses: What is dehumanization? How does dehumanization happen? Why does dehumanization happen? HW: "8 stages of Genocide"	RI 7.2
11/3/20	2	2	Preface to Night by Elie Wiesel pages vii-x (RWa)	Why did Elie Wiesel write Night? HW: Scholars should finish the preface	RI 7.2
11/4/20	2	3	Night, pages 3-9; "First They Came" (RWa)	How are the attitudes of the people of Sighet similar to that of the speaker in "First They Came"? HW: Night, pp. 9-14	RIL 7.2/7.4
11/5/20	2	4	Night, pages 8-14 (RWb)	"The ghetto was ruled by neither German nor Jew, it was ruled by delusion." How does this line connect with the events on pages 8-15? HW:	RL 7.2/7.4
11/6/20			Asynchronous Learning Day	Moby Max	
			END OF TRIMESTER 1		
11/9/20			Intersession		
11/10/20			Intersession		
11/11/20			VETERAN'S HOLIDAY		
11/12/20			Intersession		
11/13/20			Intersession		
11/16/20			Intersession		
11/17/20			Intersession		
11/18/20			Intersession		
11/19/20			Intersession		
11/21/20					
11/23/20			Thanksgiving Break		
11/24/20			Thanksgiving Break		
11/25/20			Thanksgiving Break		
11/26/20			Thanksgiving Break		
11/27/20			Thanksgiving Break		
11/30/20	2	5	Night, pp. 14-17 (RWb)	What impact did deportations have on Wiesel and his community? HW: Night, pp. 18-24	RI 7.9
12/1/20	2	6	Night, pp. 24-26 (RWa)	Why did Weisel include the anecdote about Mrs. Schachter? HW: Night, pp. 27-34	RL 7.2/7.4
12/2/20	2	7	Night, pages 34 (CR)	What impact did the Holocaust have on Wiesel? How does he reveal this impact? HW: Night, pp. 34-46	RL 7.4/7.4/7.5
12/3/20	2	8	Night, pages 36-46 (RWb)	How did the Nazi's dehumanizing treatment affect Wiesel and other prisoners? HW: Man's Search for Meaning, Excerpt #3	RL 7.2/7.4
12/4/20			Asynchronous Learning Day	Moby Max	
12/7/20	2	9	Man's Search for Meaning Excerpt 3	via tis the central idea of Frankl's excerpt HW: Night, pp. 47-56	RI 7.2/7.4/7.9
12/8/20	2	10	Night, pages 47-56 (RWb) Preface to Night	Why does Wiesel include the anecdotes about losing his shoes and his gold crown? HW: Night, pp. 56-65	RL 7.2/7.4
12/9/20	2	11	Night p. 56-65 (RWb)	Why did the death of the pipel affect Wiesel so strongly?	RL 7.2/7.4
12/10/20	2	12	Night, pages 66-77 (RWb)	Viesel's loss of faith during the Holocaust makes him stronger. Agree or Disagree,	RL 7.2/7.6
12/11/20			Asynchronous Learning Day	Meby Max	
12/14/20	2	13	Night, pages 85-91 (RWg)	What does Eliezer's experience in the woods reveal about the impact of violence and persecution?	RL 7.2/7.4
12/15/20	2	14	Night p. 92-97 and Preface (RWb)	How does the anecdote about Juliek help Wiesel achieve his purpose in writing Night?	RI 7.2
12/16/20	2	15	Night, pages 104-108 (RWg)	What does the interaction between Eliezer and his father reveal about the impact of dehumanization?	RL 7.2/7.4
12/17/20	2	16	Night pages 109-112 and Preface (RWa)	See Jesson plan	RI. 7 2/7 4
12/18/20			Asynchronous Learning Day	Moby Max	
12/21/20			Winter Break		
12/22/20			Winter Break		
12/23/20			Winter Break		
12/24/20			Winter Break		
12/25/20			Winter Break		
12/28/20			Winter Break		
12/29/20			Winter Break		
12/30/20			Winter Break		
12/31/20			Winter Break		
1/1/21			Winter Break		
1/4/21	2	17	Night n 115 (Close Reading)	What do the final process of the memoir reveal about the impact of dehumanization?	RI 72/74
1/5/21	2	18	Socratic Circles Preparation	Scholars will leave class with claims, evidence, and prenared questions for the Socratic Circle	RI 76
1/6/21	2	10	Socratic Circles	Schalas will defet quick resources to the Scheric field property questions for the Defent Circle.	PI 76
1/7/21	2	20	Night Performance Task Planning Day		PI 76
1/8/21	-	20	Asynchronous Learning Day (PD TA)	Mahy Max	1.0
1/11/21	2	21	Night Performance Task		PI 76
1/12/21	2	12	Trigin remaine tusk		NC 7.0
1/16/61					1

1/13/21		Interim Assessments		
1/14/21		Flex Day: Prep for Unit 3 Call of the Wild		
1/15/21		Asynchronous Learning Day	Moby Max	
1/18/21		Martin Luther King Holiday/No School		
1/19/21	3	1 The Klondike Gold Rush Video (RWa)	Why did people go to the Klondike and what was this experience like for them?	RL 7.1
1/20/21	3	2 The Call of the Wild p. 3-5 (RWa)	How does the setting at Judge Miller's estate shape Buck's personality?	RL 73
1/22/21	3	3 The Call of the Wild p. 5-8 (RWa)	How is Buck's personality changed by his capture?	RL 7.3
1/23/21		Asynchronous Learning Day	Moby Max	
1/25/21	3	4 The Call of the Wild p. 8-10	What does this section reveal about the life of captured dogs, like Buck, during the Klondike Gold Rush?	RL 7.2/7.4
1/26/21	3	5 The Call of the Wild p. 10-11 (RWa)	London claims Buck learns an "unforgettable lesson" during his first day at Dyea Beach.	RL 7.2/7.3
1/27/21	3	6 The Call of the Wild p. 15-17 (RWa)	See lesson plan	RL 7.2/7.3
1/28/21	3	7 The Call of the Wild p. 17-21 (RWb)	What dangers were faced by sled dogs in the North?	RL 7.2
1/29/21		Asynchronous Learning Day	Moby Max	
2/1/21	3	8 The Call of the Wild p. 24-27 (RWa)	Why is Buck able to defeat Spitz?	RL 7.2/7.4
2/2/21		NWEA: DRY RUN: no curriculum today		
2/3/21	3	9 Call of the Wild Performance Task #1		RL 7.2
2/4/21	3	10 The Call of the Wild p. 27-33 (RWb)	How has Buck's relationship with humans changed?	RL 7.2
2/5/21		Asynchronous Learning Day	Moby Max	
2/8/21		Holiday/No School		
2/9/21	3	11 The Call of the Wild p. 33-40 (RWb)	Why did London include the character of Mercedes?	RL 7.3
2/10/21	3	12 The Call of the Wild p. 33-40 (RWb)	What theme about nature is developed in this section?	RL 7.2
2/11/21	3	13 The Call of the Wild p. 44-50 (RWb)	Who benefits more from their relationship: Buck or John Thornton?	RL 7.2
2/12/21		Asynchronous Learning Day	Moby Max	
2/15/21		Haliday/No. School		
2/16/21	3	14 The Call of the Wild p. 50-58 (RWb)	Buck is fulfilled living with John Thornton. Agree or disagree.	RL 7.2
2/17/21	3	15 The Call of the Wild p. 58-62 (RWb)	How does the time away from Thornton's camp inpact Buck	RI. 72
2/18/21	3	16 The Call of the Wild p. 62-65 (RWb)	Is Buck's return to the wild tradic or triumbant?	RI. 7.3
2/19/21	-	Asynchronous Learning Day	Moby Max	
2/22/21	3	17 The Call of the Wild p. 65-66 (RWa)	What is Buck's leaacv2	RI, 7.3
2/23/21	3	18 Excernt from White Eana (RWb)	What commentary does London offer about the "Wild"	RI 72
2/24/21	3	19 The Call of the Wild Performance Task Planning Day	See Lesson Plan	RI. 72
2/25/21	3	20 The Call of the Wild Performance Task	See Lesson Plan	RI. 7.2
2/26/21	-	Asynchronous Learning Day		1007.2
3/1/21	4	1 "Chicago and the Great Migration" (RWg); Unit 4: A Baisin in the Sun	African Americans benefitted from the Great Migration Agree or Disagree	RI. 7 2/7 4
3/2/21		NWEA: no curriculum today		
3/3/21		NWEA: no curriculum today		
3/4/21		NWEA: no curriculum today		
3/5/21		Asynchronous Learning Day	Mahy May	
3/8/21	4	2 "The South" by Longston Hughes (CR)	What is Hundes' commentary on the Great Microtian?	RI 72
3/9/21	4	3 "The Kitchenette" except from Maud Martha (CR)	What is Rooks' commentary on the Great Migration and how is it conveyed?	RI. 7.2
3/10/21	4	4 A Raisin in the Sun pages 23-31 (RWa)	The Youngers have a heavy marriage. Agree or Disagree	RI. 7.3
3/11/21	4	5 A Raisin in the Sun pages 32-39 (RWb)	What does his relationship with Buth and Research reveal about Walter?	RI. 7.3
3/12/21		Asynchronous Learning Day	Maby Max	112 7.0
5/12/21		Trimester 2 Ends	moy max	
3/15/21		Spring Intersession Week 1 Day 1	Thtersession Packet	
3/16/21		Spring Intersession Week 1 Day 2		
3/17/21		Spring Intersession, Week 1, Day 3		1
3/18/21		Spring Intersession, Week 1, Day A		
3/19/21		Spring Intersession/Asynchronous Learning Day	Mohy Max	
3/22/21	4	6 A Raisin in the Sun pages 40-53 (RWb)	What does Mama's plant symbolize?	RI, 7 9-10 4
3/23/21	4	7 A Raisin in the Sun pages 60-66 (RWa)	How does Associated intervention of the second	RI 72/7 3
3/24/21	4	8 4 Daisin in the Sun pages 73-75 (CD)	What are the law differences between the way Mama and Walter view the American Dream?	DI 72/7 3
3/25/21	4	9 A Daisin in the Sun Act 2' scene ii n 81 "My dream about being white"	mind are the key strifterences between the way mainta and wanter view the Anner to early	DI 72/74
3/26/21		Friday Reteach Day #1: Lessan: Week 1 Day 5		1,6/1,T
3/29/21		Spring Read		
3/30/21		Spring Break		
5/ 50/21				

3/31/21		Spring Break	
4/1/21		Spring Break	
4/2/21		Spring Break	
4/5/21		School Reopening Day #1	
4/6/21		School Reopening Day #2	
4/7/21		School Reopening Day #3	
4/8/21		School Reopening Day #4	
4/9/21			
4/12/21	4	10 A Raisin in the Sun scene in 82-86	RI, 7 1/7 3
4/13/21	4	1 A Roisin in the Sun Act 2 scene in 90-95	RI. 7.2
4/14/21	4	12 A Drisin in the Sun Art 2 scene (i) 96-104	RI 72
4/15/21	4	Housemine carrier to serve in 105,109 A Design in the Sun Art 2 scene in 105,109	PI 72
4/16/21		Introduction the control preservice with the control of the c	NE 7.E
4/19/21	4	Libbi ini the Sun Art 2 scale iii n 110.119	PI 74
4/20/21	4	14 r Massimum 2000, Hot 12 Sector 100, Hot 12 15 A Decision in the Source 2010, 120, 124	RL 7.7
4/20/21	4		RL 7.2/7.3
4/21/21	4	I A RUSHI MI HE JUL, D. J. 201 (2013)	RL 7.3
4/22/21	4		RL 7.2/7.3
4/23/21			21.7.0
4/26/21	4	la A Kaisi in The Sun, Act 3 Scene (p. 143-147)	RL 7.2
4/2//21	4	19 A Raism in the Sun, Act 3 scene 1 pl/-101	RL ;7.2
4/28/21	4	20 A Raisin in the Sun, Performance Task Planning Day	RL 7.2
4/29/21	4	21 <u>A Raisin in The Sun, Socratic Circles</u>	RL 7.2
4/30/21		Friday Reteach Lesson: Week 2, Day 3	
5/3/21	4	22 A Raisin in the Sun, Performance Task	RL 7.2
5/4/21	5	1 Narrative of Frederick Douglass, Context Building Lesson on Conditions of Slavery	RI 7.1
5/5/21	5	2 Excerpt from "The Meaning of July Fourth"	RI 7.1
5/6/21	5	3 Excerpt from "The Meaning of July Fourth"	RI 7.1/7.6
5/7/21		Eridoy Reteach Lesson: Week 2, Day 4	
5/10/21	5	4 Narrative of the life of Frederick Douglass, Chapter 1, p. 5-7 (stop at "protect and defend.")	RI 7.1/7.6
5/11/21	5	5 Narrative of the Life of Frederick Douglass, Chapter 1	RI 7.2/7.5
5/12/21	5	6 Narrative of the Life of Frederick Douglass, Chapter 2	RI 7.1/7.6
5/13/21	5	7 Narrative of the Life of Frederick Douglass, Chapter 4	RI 7.2/7.5
5/14/21		Friday Reteach Lesson: Week 2, Day 5	
5/17/21		SBAC	
5/18/21			
5/19/21			
5/20/21			
5/22/21			
5/24/21		SBAC	
5/25/21	-		
5/26/21	-		
5/27/21			
5/28/21			
5/31/21		Memorial Day Holiday	
6/1/21	5	8 Narrative of the Life of Frederick Douglass. Chapter 6	RI 7.2/7.5
6/2/21	5	9 Narrative of the Life of Frederick Doublass Chapter 7	RI 71
6/3/21	5	10 Narrative of the Life of Frederick Douoloss Chanter 8	RI 7 8
6/4/21	Ť		
6/7/21	5	11 Normative of the Life of Erederick Doubles Chanter 10	PT 7.8
6/8/21	5	Internetive of the life of Frederick Doughes Chapter 10 Normative of the life of Frederick Doughes Chapter 10	RT 7 2/7 5
6/9/21	5	13 Normative of the Life of Erectarick Douglass Charter 10	PT 7 2/7 5
6/10/21	5	A Netwine of the Life of Endowide Davide Charton 11	DT 71/72
6/11/21	5		NI 1.1/1.2
6/11/21		15 Nemetice of the Life of Endersk Develope Reference Test	DT 7 2/7 5
6/14/21	5	A NUTTURE OF THE LIFE OF THE UNIT RECENTLY DOUGLASS, FETTOTION OF LASK	R1 /.2//.5
6/15/21	5	10 Antroduction to Knetoric 17 Charles Antroduction to Knetoric 17 Charles Antroduction to Knetoric	KL /.2//.9
6/16/21	5	1/ <u>I_TNOS in INARYATIVE OT FREGERICK DOUGIASS, p. 3-0</u>	KT 1.2

6/17/21	5	i 18	Rhetoric in Narrative of Frederick Douglass, p. 21		RI 7.5		
6/18/21							
Writing St	tandar	rds: Inco	porated daily:				
W.7.1: Writ	e argu	ments to s	upport claims with clear reasons and relevant evidence				
W.7.4: Prod	luce cle	ear and col	nerent writing in which the develpment and organization are appropriate to task, purpose, and au	lience.			
W.7.5: With	n some	guidance	and support from peers and adults, develop and strengthen writing as needed by planning, revisin	g, editing, rewriting, or tyring a new approach focusing on how well purpose and audience have been addressed.			
W.7.6: Use	techno	ology, to pr	oduce and publish writing and to link to and cite sources as well as to interact and collaborate wi	th others, including linking to and citing sources.			
W.7.9: Draw	v evide	ence from	iterary or information texts to support analysis, reflection and research.				
W.7.10: Wr	ite rou	itinely over	extended time frames and shorer time frames for a range of discipline-specific tasks, purpose	, and audiences.			
Writing St	Writing Standards: Incorporated with Performance Tasks						
W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.							
W.7.4: Prod	luce cle	ear and col	nerent writing in which the develpment and organization are appropriate to task, purpose, and au	lience.			
W.7.5: With	n some	guidance	and support from peers and adults, develop and strengthen writing as needed by planning, revisin	g, editing, rewriting, or tyring a new approach focusing on how well purpose and audience have been addressed.			
W.7.9: Draw	v evide	ence from	iterary or information texts to suppport analysis, reflection and research.				
W.7.10: Wr	ite rou	itinely over	extended time frames and shorer time frames for a range of discipline-specific tasks, purpose	, and audiences.			
Speaking o	and Li	stening S	kills: Incorporated Daily				
SL.7.1: Engo	ige eff	^f ectively ir	a range of collaborative discussions with diverse partners on grade 7 topics and texts, building	on others' ideas and expressing their own clearly.			
SL.7.2:Anal	yze th	e main idea	is and supporting details presented in diverse media and formats and explain how the ideas clari	y a topic, text, or issue under study.			
SL.7.3: Deli	neate	a speaker'	s argument and specific claims, evaluating the soundness of the reasoning and the relevance and	sufficiency of the evidence.			
SL.7.4: Pres	sent cl	aims and f	ndings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, fac	ts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			
SL.7.6: Ada	pt spe	ech to a vo	riety of contexts and tasks, demonstrating command of formal English when indicated or approp	riate.			

	Grade 8 Scope and Sequence 2020-21			
Date	Unit	Lesson Description	Guiding TDQ	CCSS
		Trimester 1-Arc 0		
8/17/20		Intersession		
8/18/20		Intersession		
8/19/20		First Day-Minimum Day: Culture Day 1 Lessons 1,2,3	Etiquette, Missions, Pillars, and Routines	
8/20/20		Culture Day 2 Lessons 1, 2, 3	Blueprint, Rules, Committment to Excellence	
8/21/20		Asynchronous Learning Day	Moby Max	
8/24/20		Culture Day 3 Lesson 1, 2, 3	Dream College, Uniform/Dress Code, Growth Mindset	
8/25/20		Culture Day 4 Lesson 1, 2, 3	Kohlberg, Habits of Discussion, Dream College Part 2, Policies & Procedures	
8/26/20	0	1 Annotation Basics		
8/27/20	0	2 GBTJ (Genre Based Thinking Job) Narrative		
8/28/20		Asynchronous Learning Day	Moby Max	
8/31/20	0	3 CI (Central Idea) Narrative		
9/1/20	0	4 GBTJ (Genre Based Thinking Job) Informational		
9/2/20	0	5 CI (Central Idea) Informational		
9/3/20	0	6 Writing Arguments		
9/4/20		Asynchronous Learning Day	Moby Max	
9/7/20		Labor Day- No School		
9/8/20	0	7 Evidence use		
9/9/20	0	8 Analysis		
9/10/20	0	9 Powerful Paragraphs		
9/11/20		Asynchronous Learning Day	Moby Max	
9/14/20	1	1 "The Tell Tale Heart", Para. 1-11 (RWa)	Summarize the firs 11 paragraphs and answer multiple choice questions aligned to the lesson's key points.	RL 8.1/8.2
9/15/20	1	2 "The Tell Tale Heart" (RWb)	Is the narrator of "Tell-Tale Heart reliable" HW: Read Poe Biography	RL 8.1/8.3
9/16/20	1	3 "The Tell Tale Heart" (RWb)	The narrator in "The Tell-Tale Heart" is inssane. Agree or Disagree	RL 8.2/8.3
9/17/20	1	4 "The Cask of Amontillado", pp. 5-8 (RWa)	See the Unit Guide HW: Read "Cask of Amontillado" para. 43-69	RL 8.1/8.3
9/18/20		Asynchronous Learning Day	Moby Max	
9/21/20	1	5 "The Cask of Amontillado" (RWb)	How does the setting of "The Cask of Amontillado" contribute to the mood of the story? HW: Read "Cask of Amontillado, para 70-90	RL 8.1/8.3
9/22/20	1	6 "The Cask of Amontillado (RWb)	How does Poe foreshadow the ending of "The Cask of Amontillado? HW: "Hop Frog" para, 1-28	RL 8.9-10.5
9/23/20	1	7 "Hop Frog" (RWb)	What does the interaction between the Hop Frog and the King reveal about each character? HW: Finish "Hop Frog"	RL 8.1/8.5
9/24/20	1	8 "Hop Frog" (RWb)	See Unit Guide (Multiple-select questions) HW: Start "The Black Cat"	RL 8.2
9/25/20		Asynchronous Learning Day	Moby Max	
9/28/20	1	9 "Hop Frog (Rwb)	How does Poe foreshadow the ending of the story? HW: Finish "The Black Cat"	RL 8.2
9/29/20	1	10 Performance Task Reading Day	HW: Prepare for the Performance Task	1/8.3
9/30/20	1	11 Performance Task		RL 8.1/8.3
10/1/20	1	12 "Monkey's Paw" (RWa)	How does the author establish the mood in the beginning of "The Monkey's Paw"? HW: Finish "The Monkey's Paw"	RL 8.3/8.4
10/2/20		Asynchronous Learning Day	Moby Max	
10/5/20	1	13 "Monkey's Paw" (RWb)	How does the author foreshadow the ending in "The Monkey's Paw"? HW: "The Sniper" (beginning)	RL 8.9-10.5
10/6/20	1	14 "The Sniper" (RWb)	How does the author characterize the sniper? HW: Finish "The Sniper"	RL 8.2/8.3
10/7/20	1	15 "The Sniper" (RWb)	What is the author's commentary on war and how is it developed? HW: "The Destructors"	RL 8.2/8.4
10/8/20	1	16 "The Destructors" (RWb)	How does Greene characterize "T"? HW: Finish "The Destructors"	RL 8.1/8.3
10/9/20		Asynchronous Learning Day Prepare Unit 2 novel pick up for parent	Moby Max	
10/12/20	1	17 "The Destructors" (RWb)	The gang is evil for destroying the house. Agree or Disagree HW: Read "The Storm"	RL 8.2/8.3
10/13/20	1	18 Performance Task #2 Reading Day	HW: Prep for Performance Task	RL 8.2/8.3
10/14/20	1	19 Performance Task	HW: Begin "Speech Sounds"	RL 8.2/8.3
10/15/20	1	20 Beginning of "Speech Sounds" (RWb)	What is the author's commentary on tragedy in the first half of "Speech Sounds"? HW: Finish "Speech Sounds"	RL 8.3/8.4
10/16/20		Asynchronous Learning Day	Moby Max	
10/19/20	1	21 "Speech Sounds" (RWb)	The ending of the story is a hopeful one. Agree or Disagree HW: Unit Reflection	RL 8.2/8.3
10/20/20		Flex Day	How does the myth of Icarus relate to the characters and events in Fahrenheit 451? HW: Fahrenheit 451, p. 119-123	
10/21/20	2	1 Animal Farm, Chapter 1 (RWa)	Which line best summarizes the central idea of Old Major's speech? HW: Animal Farm, Chapter 2	RL 8.2
10/22/20	2	2 Animal Farm, Chapter 2 (RWb)	Which is a greater influence on the animals' decision to revolt, Old Major's speech or their general poor treatment?	RL 8.3

10/23/20		Asynchronous Learning Day	Moby Max	
10/26/20	2	3 Animal Farm, Chapter 3 (RWb)	What is Orwell suggesting about why some groups have power and others don't? HW: Animal Farm, Chapters 4 & 5	RL 8.2
10/27/20	2	4 Animal Farm, Chapter 5 (RWb)	Who is a more effective leader; Snowball or Napoleon? HW: Animal Farm, Chapter 6	RL 8.2
10/28/20	2	5 Animal Farm, Chapter 6 (RWb)	Given the condition of Napoleon's rule, what is Orwell suggesting about power? HW: Animal Farm, Chapter 7 (See Unit Guide)	RL 8.2
10/29/20	2	6 Animal Farm, Chapter 7 (RWa) (See Unit Guide)	Which of the following conclusions about Napoleon's leadership style is most supported by the text? HW: Animal Farm, Chapter 8	RL 8.2
10/30/20		Asynchronous Learning Day	Moby Max	
11/2/20	2	7 Animal Farm, Chapter 9 (RWa)	Scholars will answer a series of multiple choice questions to assess comprehension and analysis of Ch. 9 HW: Animal Farm, Chapter 10	RL 8.1
11/3/20	2	8 Animal Farm, Chapter 10 (RWb)	How does the ending of Animal Farm contribute to the story's theme? HW: Mid-Unit Reflection	RL 8.2
11/4/20	2	9 Mid Unit Performance Task	HW: Excerpt from "Judging Men of Power"	RL 8.2
11/5/20	2	10 Excerpts from "Judging Men of Power" (CR)	How does Acton's argument that "absolute poewr corrupts absolutely" manifest in Animal Farm? HW: "The Cold War"	RL 8.2
11/6/20		Asynchronous Learning Day	Moby Max	
		END OF TRIMESTER 1		
11/9/20		Intersession		
11/10/20		Intersession		
11/11/20		VETERAN'S HOLIDAY		
11/12/20		Intersession		
11/13/20		Intersession: Asynchronous Learning Day		
11/16/20		Intersession		
11/17/20		Intersession		
11/18/20		Intersession		
11/19/20		Intersession		
11/21/20				
11/23/20		Thanksgiving Break		
11/24/20		Thanksgiving Break		
11/25/20		Thanksgiving Break		
11/26/20		Thanksgiving Break		
11/27/20		Thanksgiving Break		
11/27/20 11/30/20	2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939"	RL 8.2
11/27/20 11/30/20 12/1/20	2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm?	RL 8.2 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20	2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto	RL 8.2 RL 8.9 RL 8.1/8.2
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20	2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime"	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20	2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.1/8.2 RL 8.3
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20	2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia"	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/8/20	2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power"	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9 RL 8.9 RI/RL 8.1
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/3/20 12/4/20 12/7/20 12/8/20 12/9/20	2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary?	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9 RI/RL 8.1 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/8/20 12/9/20 12/10/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power?	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9 RI/RL 8.1 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/8/20 12/9/20 12/10/20 12/11/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/8/20 12/9/20 12/10/20 12/11/20 12/14/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb)	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it?	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.3 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9
11/27/20 11/30/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/8/20 12/1/20 12/11/20 12/11/20 12/11/20 12/11/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 18 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it?	RL 8.2 RL 8.9 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/9/20 12/10/20 12/11/20 12/11/20 12/15/20 12/16/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it?	RL 8.2 RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/9/20 12/10/20 12/11/20 12/11/20 12/15/20 12/16/20 12/17/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxen's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it?	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/10/20 12/10/20 12/11/20 12/15/20 12/16/20 12/17/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day Asynchronous Learning Day Asynchronous Learning Day	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: "Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxen's demise mirror the class tensions of twentieth century Russia? HW: a Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it?	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RI/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/10/20 12/10/20 12/11/20 12/15/20 12/17/20 12/12/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #1 22 Flex Day Asynchronous Learning Day Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL/RL 8.1 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/9/20 12/10/20 12/11/20 12/11/20 12/12/12/20 12/12/20 12/22/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day Asynchronous Learning Day Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: "Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max	RL 8.2 RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/10/20 12/10/20 12/11/20 12/12/20 12/12/20 12/22/20 12/22/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 16 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 17 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 18 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 19 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day Asynchronous Learning Day Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? Hw: "Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: allegory to convey that commentary? How does the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max	RL 8.2 RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/10/20 12/14/20 12/14/20 12/15/20 12/17/20 12/12/20 12/22/20 12/22/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 16 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 17 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 18 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 19 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #1 22 Flex Day Asynchronous Learning Day Winter Break Winter Break Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? Hw: "Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: does Boxer's demise mirror the class tensions of twentieth century Russia? HW: does Boxer's demise mirror the class tensions of twentieth century Russia? HW: does between Napoleon and Stalin's leadership reveal Orwell's commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max Moby Max Moby Max	RL 8.2 RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/4/20 12/10/20 12/11/20 12/12/20 12/12/20 12/12/20 12/22/20 12/22/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #1 22 Flex Day 3 Asynchronous Learning Day 4 Winter Break Winter Break Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max	RL 8.2 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.2 RL 8.2 RL 8.2 RL 8.2
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/1/20 12/10/20 12/11/20 12/15/20 12/15/20 12/12/20 12/22/20 12/22/20 12/22/20 12/22/20 12/22/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 5 (52-58) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day 3 Asynchronous Learning Day 4 Winter Break Winter Break Winter Break Winter Break Winter Break Winter Break Winter Break Winter Break Winter Break	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument in The Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto?? HW: "Propaganda During Stalin's Regime" Moby Max What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max Moby Max Moby Max	RL 8.2 RL 8.9 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.3 RL
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/1/20 12/10/20 12/11/20 12/11/20 12/12/20 12/12/20 12/22/20 12/25/20 12/29/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day 3 Asynchronous Learning Day 4 Winter Break Winter Break Winter	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max "What does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max Moby Max Moby Max	RL 8.2 RL 8.9 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL 8.3 RL
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/4/20 12/7/20 12/10/20 12/11/20 12/11/20 12/15/20 12/12/20 12/22/20 12/25/20 12/28/20 12/28/20 12/30/20 12/30/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 19 Animal Farm, Ch. 8, pg. 91-99 Stalin and the Cult of Personality (RWb) 20 Performance Task Day #1 21 Performance Task Day #2 22 Flex Day 3 Asynchronous Learning Day 4 Winter Break Winter Break Winter	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto?">HW: "Propaganda During Stalin's Regime" Moby Max What is Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max Moby Max Moby Max Moby Max Moby Max Moby Max Moby Max Moby Max	RL 8.2 RL 8.9 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL
11/27/20 11/30/20 12/1/20 12/1/20 12/2/20 12/3/20 12/4/20 12/7/20 12/10/20 12/10/20 12/11/20 12/11/20 12/15/20 12/12/20 12/22/20 12/25/20 12/25/20 12/28/20 12/29/20 12/30/20 12/30/20 12/31/20	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Thanksgiving Break 11 "The Butter Baattle Book" and "The Cold War" (RWa) 12 "The Russian Revolution, 1881-1939" (RWb) 13 Excerpts from "The Communist Manifesto" (CR) 14 Animal Farm, Chapter 1 and Excerpts from "The Communist Manifesto" (RWb) Asynchronous Learning Day Asynchronous Learning Day 15 Animal Farm, Chapter 7 (73-82) (See Unit Guide) (RWb) 16 Animal Farm, Chapter 9 (120-126) "Class Tension" (See Unit Guide) (RWb) 17 Animal Farm, Ch. 5 (52-58) and "Stalin and Trotsky Fight for Power" (RWb) 18 Animal Farm, Ch. 7 (82-89) and "Stalin: A Brutal Legacy Uncovered" (RWb) 20 Performance Task Day #1 21 Performance Task Day #1 22 Flex Day 23 Asynchronous Learning Day 44 Winter Break Winter Break Winter Break Winte	See the Unit Guide for TDQ HW: "The Russian Revolution, 1881-1939" What allegorical connections exist between the events of the Russian Revolution and Animal Farm? What is Marx's argument inThe Communist Manifesto? HW: Additional OR for the Communist Manifesto How does Old Major's speech parallell the goals of "The Communist Manifesto"? HW: "Propaganda During Stalin's Regime" Moby Max What dees Squealer represent and how does he connect to Orwell's commentary on power? HW: "Class Tensions in 20th Century Russia" How does Boxer's demise mirror the class tensions of twentieth century Russia? HW: "Stalin and Trotsky Fight for Power" What is Orwell's commentary about Salin and how does he use allegory to convey that commentary? How do the similarities between Napoleon and Stalin's leadership reveal Orwell's commentary on how corrupt leaders maintain power? Moby Max What is Orwell suggesting about how corrupt leaders retain power once they have it? Moby Max	RL 8.2 RL 8.9 RL 8.9 RL 8.1/8.2 RL 8.3 RL 8.9 RL 8.9 RL 8.9 RL 8.9 RL 8.2 RL

1/4/21	3	1	Lord of the Flies p. 7-15 (RWa)	Multiple Choice Questions	RL 8.1
1/5/21	3	2	"Rousseau's Theory of Human Nature" (CR)	What is Rousseau's theory of human nature?	RI 8.2
1/6/21	3	3	"Thomas Hobbes on the Natural Condition of Mankind" (CR)	What is Hobbes' theory of human nature?	RI 8.2
1/7/21	3	4	Lord of the Flies p. 17-25 (RWb)	Which theory of human nature do pages 17-25 most support: Rousseau's or Hobbes'?	RL 8.9
1/8/21			Asynchronous Learning Day (PD IA)	Moby Max	
1/11/21	3	5	Lord of the Flies p. 25-30 (RWb)	Which theory of human nature do pages 25-30 most support: Rousseau's or Hobbes'?	RL 8.9
1/12/21			Interim Assessments		
1/13/21			Interim Assessments		
1/14/21	3	6	Lord of the Flies p. 39-41 (RWb)	Which theory of human nature do pages 39-41 most support: Rousseau's or Hobbes'?	RL 8.9
1/15/21			Asynchronous Learning Day	Moby Max	
1/18/21			Martin Luther King Holiday/No School		
1/19/21	3	7	Lord of the Flies p. 50-55 (RWb)	What effect does the author create through his description of Ralph's and Jack's points of view on pages 50-55?	RL 8.3
1/20/21	3	8	Lord of the Flies p. 60-62 (RWb)	Which theory of human nature do pages 59-62 most support: Rousseau's or Hobbes'?	RL 8.9
1/22/21	3	9	The Stanford Prison Experiment (RWa)	Based on the Stanford Prison Experiment, people do bad things because they're inherently bad. Agree or Disagree	RI 8.2
1/23/21			Asynchronous Learning Day	Moby Max	
1/25/21	3	10	Lord of the Flies p. 62-64 (RWb)	How has Ralph changed and which theory of human nature (Rousseau's, Hobbes', or the SPE) best explains this change?	RL 8.3/8.9
1/26/21	3	11	Lord of the Flies p. 69-74 (RWb)	Based on pages 69-74, are humans more interested in cooperation or dominance?	RL 8.9
1/27/21	3	12	Lord of the Flies p. 78-81 (RWb)	Ralph's assembly helps restore order and peace on the island. Agree or disagree.	RL 8.2/8.3
1/28/21	3	13	Lord of the Flies, pgs. 82-94 (RWb)	Ralph's assembly helps restore order and peace on the island. Agree or disagree.	RL 8.2/8.3
1/29/21			Asynchronous Learning Day	Moby Max	
2/1/21	3	14	Lord of the Flies p. 100-103 (RWb)	How does the conflict on pages 100-103 reveal Jack and Ralph's true natures?	RL 8.3
2/2/21			NWEA: DRY RUN: no curriculum today		
2/3/21	3	15	Lord of the Flies p. 109-115 (RWb)	How has Ralph changed and which theory of human nature (Rousseau's, Hobbes', or the SPE) best explains this change?	RL 8.9
2/4/21	3	16	Lord of the Flies p. 125-127 (RWb)	Rousseau's theory of human nature explains Jack's decision. Agree or Disagree.	RL 8.9
2/5/21			Asynchronous Learning Day	Moby Max	
2/8/21			Holiday/No School		
2/9/21	3	17	Lord of the Flies p. 143-44 (RWa)	What does the Lord of the Flies suggest about human nature?	RL 8.3
2/10/21	3	18	Lord of the Flies p. 145-154 (RWb)	What does the Lord of the Flies suggest about human nature?	RL 8.3,/8.4
2/11/21	3	19	Lord of the Flies p. 45-46 & 156-158 (RWb)	Why does Golding illustrate a change in Piggy?	RL 8.3
2/12/21			Asynchronous Learning Day	Moby Max	
2/15/21			Holiday/No School		
2/16/21	3	20	Lord of the Flies, page 180-182 (CR)	What does the destruction of the conch represent?	RL 8.3/8.4
2/17/21	3	21	Lord of the Flies, page 200-202 (CR)	The novel has a happy ending. Agree or Disagree	RL 8.2
2/18/21	3	22	Performance Task Day #1		RL 8.2
2/19/21			Asynchronous Learning Day	Moby Max	
2/22/21	3	23	Performance Task Day #2		RL 8.2
2/23/21	4	1	"How Does it Feel to be Colored Me" (CR) Day 1	What does Hurston mean in these lines? How does she develop this idea in the first 56 lines of her essay?	RI 8.5
2/24/21	4	2	How Does it Feel to be Colored Me" (CR) Day 2	How does Hurston's identity as a black woman impact her self-identity?	RI 8.6
2/25/21	4	3	"How Does it Feel to be Colored Me" (CR) Day 3	How does Hurston create a sense of pride and self-acceptance?	RI 8.2/8.4
2/26/21			Asynchronous Learning Day	Moby Max	
3/1/21	4	4	"If Black English Isn't a Language, Then Tell Me, What is?" (CR)	According to Baldwin, why is Black English a language?	RI 8.2
3/2/21			NWEA: no curriculum today		
3/3/21			NWEA: no curriculum today		
3/4/21			NWEA: no curriculum today		
3/5/21			Asynchronous Learning Day	Moby Max	
3/8/21	4	5	Their Eyes Were Watching God, Chapter 1 (RWa)	What is the central conflict in Chapter 1?	RL 8.2
3/9/21	4	6	Their Eyes Were Watching God, Chapter 1, Day 2 (RWB)	Pearl Stone says, "If she ain't got manners enough to stop and let folks know how she been makin' out, let her g'wan!"	RL 8.3
3/10/21	4	7	Their Eyes Were Watching God, Chapter 2, (RWa)	Both Janie and Nanny consider trees as symbols. What is different about the way these women see trees as a symbol?	RL 8.9-10.4
3/11/21	4	8	Their Eyes Were Watching God, Chapters 3 & 4 (RWb)	What is different about the way Joe Starks and Logan Killicks believe women should be treated?	RL 8.3
3/12/21			Asynchronous Learning Day	Moby Max	
			Trimester 2 Ends		
3/15/21			Spring Intersession Week 1, Day 1		

3/16/21			Spring Intersession, Week 1, Day 2		
3/17/21			Spring Intersession, Week 1, Day 3		
3/18/21			Spring Intersession, Week 1, Day 4		
3/19/21			Spring Intersession/Asynchronous Learning Day		
3/22/21	4	9	Their Eyes Were Watching God Chapter 5 (RWb)	Janie is lucky to be married to Joe Starks. Agree or disagree.	RL 8.3
3/23/21	4	10	Their Eyes Were Watching God p. 51-62 (RWb)	Joe Starks is the antagonist of the novel. Agree or disagree.	RL 8.3
3/24/21	4	11	Their Eyes Were Watching God, selections from Chapter 6 and 7 (RWb)	How has Joe and Janie's relationship changed?	RL 8.3
3/25/21	4	12	Their Eyes Were Watching God, Chapter 8 (RWb)	What theme is developed by Joe Starks' death?	RL 8.2
3/26/21			Friday Reteach Lesson: Week 1, Day 5		
3/29/21			Spring Break		
3/30/21			Spring Break		
3/31/21			Spring Break		
4/1/21			Spring Break		
4/2/21			Spring Break		
4/5/21			School Reopening Day #1		
4/6/21			School Reopening Day #2		
4/7/21			School Reopening Day #3		
4/8/21			School Reopening Day #4		
4/9/21					
4/12/21	4	13	Their Eyes Were Watching God, Chapter 9		RL 8.2
4/13/21	4	14	Their Eyes Were Watching God Chapter 11		RL 8.2
4/14/21	4	15	Their Eves Were Watching God Chapter 13		RL8.3
4/15/21	4	16	Their Eyes Were Watching God Chapter 14		RL 8.2
4/16/21			Friday Reteach Lesson: Week 2, Day 1		
4/19/21	4	17	Their Eyes Were Watching God Chapter 18		RL 8.1
4/20/21	4	18	Their Eves Were Watching God Chapter 19 p. 175-184		RL 8.3
4/21/21	4	19	Their Eves Were Watching God Chapter 20		RL 8.2
4/22/21	4	20	Their Eves Were Watching God Performance Task Planning Day		RI. 8.2
4/23/21			Friday Reteach Lesson: Week 2, Day 2		
4/26/21	4	21	Socratic Circles		RI. 8.2
4/27/21	4	22	Their Eves Were Watching God Performance Task		RL 8.2
4/28/21	5	1	American Voices: The Dangers of a Single Story		RI 8.2
4/29/21	5	2	American Voices: The Dangers of a Single Story		RI 8.2
4/30/21			Friday Reteach Lesson: Week 2, Day 3		
5/3/21	5	3	"Nikki Rosa" Day 1		RI 8.2
5/4/21	5	4	"Nikki Rosa" Day 2		RL 8.2
5/5/21	5	5	"Indian Education" Day 1		RL 8.2
5/6/21	5	6	"Indian Education" Day 2		RL 8.2
5/7/21			Friday Reteach Lesson: Week 2, Day 4		
5/10/21	5	7	American Voices: Performance Task #1		RI 8.1/8.2/8.9
5/11/21	5	8	"Age of Identity" Day 1		RI 8.2
5/12/21	5	9	"Age of Identity" Day 2		RI 8.2/8.4
5/13/21	5	10	"Graduation Day" #1		RI 8.3
5/14/21			Friday Reteach Lesson: Week 2, Day 5		
5/17/21			SBAC		
5/18/21					
5/19/21					
5/20/21					
5/22/21					
5/24/21			SBAC		
5/25/21					
5/26/21					
				1	

5/27/21				
5/28/21				
5/31/21	Memorial Day Holiday			
6/1/21	5 11 American Voices: "Graduation Day" #2	RL 8.2		
6/2/21	5 12 "Black Ice" Day #1	RL 8.3		
6/3/21	5 13 "Black Ice" Day #2	RI 8.2		
6/4/21				
6/7/21	5 14 "You've Got to Have Hope"	RI 8.2		
6/8/21	5 15 American Voices Performance Task Planning Day	RL 8.1/8.2		
6/9/21	5 16 American Voices Performance Task	RL 8.1/8.2		
6/10/21	6 1 A Midsummer Night's Dream: Introduction to Shakespeare	RL 82		
6/11/21				
6/14/21	6 2 "Sonnet 29" by William Shakespeare (CR)	RL 8.2/8.4		
6/15/21	6 3 A Midsummer Night's Dream Act I scene i	RL 8.1/8.2		
6/16/21	6 4 A Midsummer Night's Dream Act I scene i	RL 8.3		
6/17/21	6 5 A Midsummer Night's Dream Act I scene i	RL 8.2/8.4		
6/18/21				
Writing Stando	ards: Incorporated daily:			
W.8.1: Write arg	juments to support claims with clear reasons and relevant evidence			
W.8.4: Produce c	clear and coherent writing in which the develpment and organization and style are appropriate to task, purpose, and audience.			
W.8.5: With som	ne guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or tyring a new approach focusing on how well purpose and adulience have been addressed.			
W.8.6: Use techn	W.8.6: Use technology, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.			
W.8.9: Draw evid	dence from literary or informational texts to suppport analysis, reflection and research.			
W.8.10: Write ro	W.8.10: Write routinely over extended time frames and shorer time frames for a range of discipline-specific tasks, purposes, and audiences.			
Writing Standards: Incorporated with Performance Tasks				
W.7.2: Write inf	ormative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.			
W.8.4: Produce c	clear and coherent writing in which the develpment and organization and style are appropriate to task, purpose, and audience.			
W.8.5: With som	e guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or tyring a new approach focusing on how well purpose and audience have been addressed.			
W.8.9: Draw evid	dence from literary or informational texts to suppport analysis, reflection and research.			
W.8.10: Write ro	W.8.10: Write routinely over extended time frames and shorer time frames for a range of discipline-specific tasks, purposes, and audiences.			
Speaking and L	istening Skills: Incorporated Daily			
SL.8.1: Engage et	ffectively in a range of collaborative discussions with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.			
SL.8.2:Analyze t	he purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.			
SL.8.3: Delineate	e a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.			
SL.8.4: Present o	claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.			
SL.8.6: Adapt sp	SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			

ELA 9 Scope & Sequence



Unit 0: Fortune Culture (Embedded)	Unit 6: Advanced Reading & Writing (3 Weeks)
Unit 1: Proficient Reading & Writing (4 Weeks)	Unit 7: Personal Legend (5 Weeks) <u>The Alchemist</u> (novel) <i>Coelho</i>
Unit 2: Ancient Mythology (3 Weeks) Native American West Africa Ancient Egypt	Unit 8: Educational Research Paper (3 weeks)
Unit 3: Teenage Identity & Choices (4 Weeks) Short stories exploring Identity Development	Unit 9: Family Relationships (3 weeks) <u>The Crossover</u> <i>Alexander</i> Poetry Intensive: Expression of the Experience
Unit 4: Power of the People (5 Weeks) <u>Malcolm X: By Any Means Necessary Myers</u> <i>He Named Me Malala</i> Documentary Human Rights Project	Unit 10: Welcome to Follywood! (5 weeks*) *Note: Unit 10 and 11 are parallel units
Unit 5: A Case for Romantic Love (3 Weeks) <u>The Sun is Also a Star</u> (Novel) <i>Yoon</i>	Unit 11: 9th Grade Portfolio Project (5 weeks*) *Note: Unit 10 and 11 are parallel units
Semester 1 Vocabulary Sequence	Semester 2 Vocabulary Sequence

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: <i>First 10 Days</i> EMBEDDED	Proficient Reading & Writing Information, Inference & Understanding
Reading		RCRS A Level
Writing		Thesis Statement Mastery Introduction Mastery 5 Paragraph Essay Development
Big Ideas		8th Grade Skill Retention 9th Grade Annotation Skills AVID Critical Reading Process 9th Grade Essay Writing Formula Practice Perfect
Essential Questions		What skills and capabilities should 9th grade ECHS ELA Scholars exhibit in Q1?
Enduring Understandings		When scholars critically read, write and think they are able to apply these skills to all content areas, especially success at CRC.

Multimedia Connections	
Assessments	Thesis Exam Introduction Exam 5 Paragraph Essay Assessment REWARDS Reading Assessment
Essential Classroom Content	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	Ancient Literature: Stories of Our Ancestors Sparking Curiosity of the Self Conventions: Parts of Speech	<i>Family Tree: My Family, My History and My-Self</i> Conventions: Simple Sentence Structure
Reading	Native American Mythology -Abya Yala/ Turtle Island West African (Ghana) Mythology Egyptian Mythology	Short Stories exploring Identity Development
Writing	Mythology: Fortune School Culture	Family Interviews Autobiography
Big Ideas	Stories of Our Ancestors : Curiosity of the Self Expressing knowledge and thought using supporting details within singular and multiple texts Compare/Contrast stories with same function through different means (i.e. compare and contrast <i>creation myths</i>)	Exploring family history The value of understanding the history of your family and ancestry Communicating family stores: truth vs. myth
Essential Questions	How is literature used to explore the human condition? Why should we explore ancient perspectives? What is the purpose of this world and our human existence in it?	How does family impact how we see ourselves and our lives? How do our relationships with our parents change as we grow older? Is it ok for parents to hide the truth if it keeps their

	How is figurative language used to express abstract thought?	children safe? What is the role of forgiveness in terms of relationships with family?
Enduring Understandings	Storytelling is used to express thematic ideas; concrete and abstract. Personal connection to ancestral understandings may help young people connect to themselves and the world. People have been making their mark on the world from a long time; cultures and societies change over time, but values tend to stay the same.	Our families impact our lives The individual's history is his or hers to own, explore and connect with History does not determine our future
Multimedia Connections	<u>VICE Weekly S3/E8 "Egyptian Tomb Raiders"</u> <u>VICE News 7/17 "Greek Whitewashing"</u>	<u>Tashi and the Monk</u>
Assessments	Class Mythology Book Mythology Museum Project	Reading Exam Biography Board Presentation
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

	Semester 1: Unit 4	Semester 1: Unit 5
Unit Topic Overview	Power of the People	A Case for Romantic Love

Reading	Myers, Malcolm X: By Any Means Necessary	<u>The Sun is Also a Star</u> (novel)
	He Named Me Malala Documentary	Immigration Case Studies/ Law
	Human Rights Doctrine	Healthy Teen Relationships Resources
Writing	Expository Essay Human Rights Project	Character Analysis Immigration Arguments Healthy Teen Relationships Project
Big Ideas	Speaking one's mind in an eloquent way will impact an audience Opinions have a value, but must be set in inquiry, knowledge and study Stand for something or fall for nothing	 How immigration affects individuals and families Healthy romantic love How family may affect who we love and the choices we make
Essential Questions	It is not always safe to speak the truth - is it worth it? What is the lasting power of words? Who will advocate for our needs? How does one advocate for themselves in a respectful and responsible manner?	 How does where we comes from affect where we are going? Is dating an important part of being a teenager? Should parents decide who you do and do not date? Do opposites really attract?
Enduring Understandings	Gain knowledge, then use it to advocate for causes you're passionate about Choose your words wisely for the biggest impact Do not let others dictate your future	 Love is universal and unique at the very same time Love must come with patience to last Our relationships with our parents change as we age; but they have wisdom to share We should appreciate each other's differences and learn from one another
Multimedia	Vice: "A Vanishing History: Gullah Geechee Nation" VICE: "Forced Out of the Forest: The Lost Tribe of Uganda" Fighting the Amazon's Illegal Loggers Dammed Forever: Ngäbe-Buglé, an indigenous tribe of Panama *** The Black Panthers: Vanguards of Revolution Malcolm X (spike lee) *****	VICE News: "Migrant Children, Undocumented and Underage" (2014) VICE: "Unsettled: Syrian Refugees In America" Seeking Refuge in Djibouti: Escape From Yemen Immigrant America: The High Cost of Deporting Parents Real Sports: Soccer Refugees
Assessments	Expository Essay Student Speech + Presentation	 Argumentative Essay: Immigration Novel MC Assessment Healthy Relationships Project
Essential Classroom Content	Vocabulary System & Routine	 Vocabulary 10 words/3 weeks Study Cards Scaffolded Quiz/3 weeks

Essential Standards	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
------------------------	--	--

	Semester 2: Unit 6	Semester 2: Unit 7
Unit Topic Overview	Advanced Reading and Writing	Personal Legend
Reading	RCRS B Level	Coelho, <u>The Alchemist</u>
Writing	5 Paragraph Essay Mastery Timed Writing Analytical Essay (How, Why, So What) Process Supporting Evidence Process	Character Analysis Reading Exam Part 1 & Final Analytical Essay Personal Legend Project
Big Ideas	FHS Writing Skill Retention Review 9th Grade Annotation Skills AVID Critical Reading Process 9th Grade Essay Writing Formula Practice Perfect	Our Personal Legends, journey and those that help us on our way Connecting and communicating with your Self, mind and heart Staying true to ourselves and completing the journey w/ grit, determination and curiosity Comparing/Contrasting Author's meaning with personal insights.
Essential Questions	What skills and capabilities should 9th grade ECHS ELA Scholars exhibit in Q1?	How do writers make language magical? What can we learn from Santiago's journey? How do we build grit? What can we learn from the "bad" things that happen to Santiago? What is the message of the story according to you? Connect this with Coelho's author's purpose statement.
Enduring Understandings	When scholars critically read, write and think they are able to apply these skills to all content areas, especially success at CRC.	Wonder + Imagination of fictional texts Personal Meaning vs Purpose: CONNECTIONS Connections to the Pillars Stick with your goals, even when it gets challenging. Success = Hard Work

		The meaning of life vs the purpose of life: COMPLEXITY
Multimedia		HBO: <u>Koran by Heart</u> <u>The Alchemist on YouTube</u> • Coelho's Insights • Reviews + Recommendations • Summary/ Overview AB: Cook's Tour: Morocco
Assessments	Thesis Exam 2 Introduction Exam 2 5 Paragraph Essay Assessment (until mastery) REWARDS Reading Assessment (150+)	Analytical Essay Exam Novel MC Exam Personal Legend Project
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	CCSS.ELA-LITERACY.RL.9-10.1Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.4Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone CCSS.ELA-LITERACY.RL.9-10.6Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

	Semester 2: Unit 8	Semester 2: Unit 9
Unit Topic Overview	<i>Educational Research Paper</i> MLA Citation Quote Embedding	Family Matters
Reading	Educational Articles and Research (closed choice) Article Annotation, CN and Analysis	Alexander, <u>The Crossover</u> Juan Dixon: Taking Sides Essay
Writing	MLA Research Paper Works Cited Outline/ Annotated Planning Guide Speech	Poetry in a variety of forms and styles Character Analysis <u>The Crossover</u> Poetry Analysis Project w/ speech

Big Ideas	Research a variety of sources and locate support to aid POV Follow format and structure to create high quality writing and authentic commentary Speak in a professional tone with positive body language and eye contact Listen to other's perspectives and give critical/objective feedback	The game of life: family, brotherhood and sportsmanship Father-Son Relationships Overcoming hardships at school, home and life
Essential Questions	What makes a quality education? Who and what dictate "quality?" Are they trustworthy? How would you improve education in modern America? What text supports can you find to aide your perspective and argument.	How does the rhythm of poetry add to the telling of the story? How do we relate to our parents and siblings? How do sports and physical activity help us to reach our full potential? How do we keep going when life gets really, really challenging?
Enduring Understandings	Being able to consider large topics and many perspectives in order to find personal point of view and solutions Communicating POV so that all may understand, but not necessarily agree Confidence to stand up and speak one's mind eloquently	The rhythm of the poetry mimics the rhythm of basketball Movement of the body aids in the control of the mind Nothing lasts forever; enjoy it while we have it
Multimedia	<u>Vice: Last Chance High</u> <u>HBO Doc: Class Divide</u> <u>Little Rock Central: 50 Years Later</u> <u>HBO Bobby Mcferrin</u>	<u>State of Play: Trophy Kids</u> <u>Real Sports: Juan Dixon</u> <u>One Last Hug: Three Days at Grief Camp</u> Hoop Dreams 1994 Doc <u>Real Sports: Chicago/Hoop Dreams</u>
Assessments	Educational Essay Educational Essay Speech + Presentation	<u>The Crossover</u> MC Exam <u>The Crossover</u> Essay Exam <u>The Crossover</u> Poetry Project
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. CCSS.ELA-LITERACY.W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. CCSS.ELA-LITERACY.W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.1.E	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Provide a concluding statement or section that follows from and supports the argument presented.	
--	--

	Semester 2: Unit 10	Semester 2: Unit 11
Unit Topic Overview	Welcome to Follywood!	Freshman Summative Portfolio
Reading	Script Analysis How To Texts Screenplay Writing Film Editing Characterization + Acting Plot Development	Freshman Portfolio Samples
Writing	Script Planning/ Writing/Revising	Reflective Components Analytical Components
Big Ideas	Celebrate learning, community and 9th grade experience Explore 9th grade journey Explore meaningful concepts/events in FECHS culture and 9th grade experience	Celebrate learning, community and 9th grade experience Examine most impactful and high quality work Examine work that shows progress over time Explore 9th grade journey
Essential Questions	What are your Most Important Experiences from 9th grade? What defines our FECHS culture? How can we capture the FECHS experience on film?	What are your Most Important Experiences from 9th grade? What are some examples of defining work that you've completed? What are your goals for 10th grade and beyond?
Enduring Understandings	Student academic experiences are valuable and important to reflect upon Our stories matter and should be told through a variety of formats	Student academic experiences are valuable and important to reflect upon Goal reflection, assessment and setting has a big impact on student success - short term and long term.
Multimedia	Vice News: Nollywood	Student Presentations
Assessments	Follywood Movie Project Follywood Films Screening	Freshman Portfolio
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that	CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what

they b CCSS Use p senso experi CCSS Provic what i course CCSS effecti on-on partne buildir clearly	build on one another to create a coherent whole. S.ELA-LITERACY.W.9-10.3.D precise words and phrases, telling details, and ory language to convey a vivid picture of the riences, events, setting, and/or characters. S.ELA-LITERACY.W.9-10.3.E ide a conclusion that follows from and reflects on is experienced, observed, or resolved over the se of the narrative. S.ELA-LITERACY.SL.9-10.1 Initiate and participate tively in a range of collaborative discussions (one- ne, in groups, and teacher-led) with diverse hers on grades 9-10 topics, texts, and issues, ing on others' ideas and expressing their own 1y and persuasively.	is experienced, observed, or resolved over the course of the narrative.
--	--	---

Additional Units

Perspectives of Justice (Optional Unit 5)

Kiely & Reynolds, All American Boys

Character Analysis Analytical Essay

The definitions of justice Everyone has their own story The world can be an amazing place; the world can be a dangerous place

Is perspective biased? What is more important: family, friendship or truth? What is justice?

We must stick to our gut/ instinct Do the right thing, even when it is hard Seek justice, speak justice VICE Weekly S2/E12 "Surveillance City" VICE Weekly S3/E2 "To Serve and Protect" VICE Weekly S5/E5 "Black and Blue" <u>VICE Special Report "Fixing the System"</u> <u>Talking Heads: A Look Back at the Violence in Ferguson</u> Crime and Punishment: Racial Injustice in Milwaukee

Timed Analytical Essay Novel MC Assessment

Vocabulary System & Routine

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferen CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, in of the text.

CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and suf CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-lexpressing their own clearly and persuasively.

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relev

Poetry! (Optional Additional Unit) Conventions: Diction + Syntax

- Nikki Giovanni
- Jose Olvarez (PF podcast, YCA)
- Margarita Engle (Drum Dream Girl, The Life of a Digger, Books/Door Shaped)
- Ilya Kaminsky (We lived happy during the war)
- Walt Whitman (O me! O life!)
- Claude McKay (If We Must Die)
- Saul Williams
- Rumi
- Pablo Neruda More tba
- Variety of Poetic Styles
- Poetic Analysis Short Form
- Poetic Analysis Essay
- 1. Poetry is for everybody
- 2. Poetry is self-expression
- 3. Poetry does not need "rules"; but "rules can make poetry fun
- 4. Poetry can speak to what we don't have words for

1. What defines a "poem"?

- 2. How do different styles of poetry work to express the poet's message?
- 3. What is the impact of a poem over time?

1. Poetry is varied in style and format

2. Poetry expresses thoughts that are otherwise difficult to define and express

PoetryFoundation.org

Poetic Analysis: Annotation, Synthesis and Essay

- Vocabulary •
 - 10 words/3 weeks 0
 - Study Cards 0
 - Scaffolded Quiz/3 weeks 0

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, in CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can f audience, and task.

CCSS.ELA-LITERACY.RL.9-10.7

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatmer

Freshman Dissertation Conventions: Diction + Syntax	
 Coursework Review Concept/Focus Research + Study 	
 5 pg Dissertation MLA Format 	
 Explore the impact of learning Deeply reflect, analyze and examine one unit of study Add authentic, practical and meaningful inquiry, content, etc. to unit 	
 What did you LEARN this year? Why did this LEARNING matter? So What does it mean to your advancement as an EC scholar? 	
 Learning should be recognized and evaluated by all stakeholders Knowledge becomes application and action over time. What we learn today and retain tomorrow will impact the whole of our life experience. 	
Student Presentations	
Freshman Dissertation	
 Vocabulary 10 words/3 weeks Study Cards Scaffolded Quiz/3 weeks 	
CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formattine CCSS.ELA-LITERACY.W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information CCSS.ELA-LITERACY.W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among comp	ne effective ng (e.g., he n and exa plex ideas a

CCSS.ELA-LITERACY.W.9-10.2.D Use precise language and domain-specific vocabulary to manage the complexity of the topic. CCSS.ELA-LITERACY.W.9-10.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications

ELA 10 Scope & Sequence 20/21



SEMESTER 1	SEMESTER 2
Unit 0: Fortune Culture (Embedded)	Unit 6: Fate vs. Free Will Sophocles, <u>Oedipus Rex</u>
Unit 1: Proficiency in Reading and Writing Information, Understanding + Analysis	Unit 7: The Struggle to Live a Beautiful Life Buck, <u>The Good Earth</u>
Unit 2: Home, Leadership & Nature Adams, <u>Watership Down</u>	Unit 8: Human Alienation & Absurdity Camus, <u>The Stranger</u>
Unit 3: Transcendentalism (4 weeks) Thoreau, <u>Walden</u> Jigsaw Emerson, <i>Self-Reliance</i> Thoreau, <i>On Civil Disobedience</i>	Unit 9: Prove It! Mock Trial Evidence (Informational texts)
	Unit 10: Societal Absurdity & Historical Lessons Miller, <i>The Crucible</i>
Unit 4: Philosophy of Power Machiavelli, <u>The Prince</u>	Unit 11: Perception & Transformation Kafka, <u>Metamorphosis</u>
Unit 5: Moral Philosophy Greek Philosophy - Kant - Nietzsche - Mill	Unit 12: 10th Grade Portfolio

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: <i>First 10 Days</i>	Proficiency in Reading and Writing Information, Understanding + Analysis
Reading		RCRS C Level (Part 1)
Writing		Timed Writing
Big Ideas		9th Grade Skill Retention 10th Grade Annotation Skills AVID Critical Reading Process Essay Writing: Quotation, Citation & Analysis Mastery
Essential Questions		What skills and capabilities should 10th grade ECHS ELA Scholars exhibit in Q1?
Enduring Understandings		When scholars critically read, write and think they are able to apply these skills to all content especially success at CRC
Assessments		RCRS C1 Quizzes & Reflection 5 Paragraph Philosophical Essays

Essential Classroom Content	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	Exploration of Home, Leadership & Nature	Transcendentalism
Reading	Adams, <u>Watership Down</u>	Thoreau, <u>Walden (</u> Jigsaw) Emerson, <i>Self-Reliance</i> Thoreau, <i>On Civil Disobedience</i>
Writing	Reflective Journals Analytical Essay	Walden Project Speech Analytical Essays (SR and CD) Synthesis Essay (Emerson/Thoreau)
Big Ideas	<i>Home</i> is where we make it Standing up for our/other rights We are worth the struggle Nature has many answers	Our perception of nature shapes our perception of the world Following personal principles vs. the values of society
Essential Questions	How does our <i>home</i> shape our identity? When threatened is it better to enact fight or flight? Why is our connection to nature important?	Why is nature an essential element of the human experience and human life satisfaction? How do we fight for what is "right" in a world that often rewards "wrong"?
Enduring Understandings	Feeling safe and secure in our home is an important part of healthy human development. It is imperative to stand up for your rights - be smart and strategic about it. Nature teaches us essential lessons about ourselves and our connection to this planet.	Nature should be respected and regarded Nature is connected to the human spirit Civil and Human Rights Matter People needs to work together for common concerns and goals

Assessments	Reading Exam Essay Exam	Synthesis Essay
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	Semester 1: Unit 4	Semester 1: Unit 5
Unit Topic Overview	Philosophy of Power	Moral Philosophy
Reading	Machiavelli, <u>The Prince</u>	Stanford, <i>Moral Character and Ancient Ethical Theory</i> (Ancient Greece) Kant Moral Philosophy Analysis Nietzsche Moral Philosophy Analysis Mill, <i>Utilitarianism</i>
Writing	Character Analysis: <i>The Prince</i> <i>Philosophy of Power</i> Essay	Analytical Essays Synthesis Essay
Big Ideas	Is power earned or taken? Power vs Leadership The GOOD Tyrant? The Power Struggle	There are a variety of views on what it means to be a <i>good person</i> Experience, culture and religion have an impact on one's moral character
Essential Questions	Should a leader do bad things for "good" results? Why are some people drawn to power and others aren't Does power or people corrupt?	How do our values shape our Morality? Evaluate the moral character of the Prince. How does our morality shape our choices, lifestyle and personal philosophy?
Enduring Understandings	Context is everything History dictates what we do in the future The struggle for power should lead to critical reflection	Life is not always <i>Either, Or -</i> explore the "And"
Assessments	Reading Exam Philosophy of Power Essay	Moral Philosophy Paper
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine

Essential Standards	CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
------------------------	---	--

	Semester 2: Unit 6	Semester 2: Unit 7
Unit Topic Overview	Fate vs. Free Will	The Struggle to Live a Beautiful Life
Reading	Oedipus Rex	Buck, <u>The Good Earth</u>
Writing	Analytical Essays	Response to Literature
Big Ideas	Fate vs Destiny We cannot escape our past With great respect, comes great responsibility	We all have our roles to play Change is Inevitable Time is relative, but definitely real Women are a valuable part of every society
Essential Questions	How do we right wrongs? Can we escape our past? Do we - or some other force - shape our future?	What do we value as a society/individually? Why do we value it? What can we learn from quiet observation? Is there a value to obedience?
Enduring Understandings	Your mindset creates your reality - fixed = fate, growth = destiny Your past will always be (in the past) You past AND YOUR PRESENT shape your future.	Life gives us what we need Time heals wounds, but the scars stay Simplicity has many answers
Assessments	MC Exam Analytical Essay	Literature Responses Multiple Choice Reading Exam
Essential Classroom Content	Vocabulary System & Routine	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
--	--

	Semester 2: Unit 8	Semester 2: Unit 9
Unit Topic Overview	Human Alienation & Absurdity of the Individual	Prove It!
Reading	Camus, <u>The Stranger</u>	Mock Trial Evidence (Informational texts - witness statements, police/accident reports, legal case law, etc)
Writing	Critical Examination and Argument	Mock Trial "legal" documents (Focus: Claim, evidence & reasoning)
Big Ideas	The truth is deeper than the surface Sometimes one must take another look or perspective	There is no argument without proof
Essential Questions	Who did it? - Was it former self or latter self? What do we do now?	What are effective ways to argue big ideas through text analysis and synthesis?
Enduring Understandings	We must examine details carefully to find the answers we seek The truth is not an easy task	It is not always what is right: what is right may be whatever you can prove.
Assessments	Reading Journal Critical Examination and Argument	Mock Trial
Essential Classroom Content	Vocabulary System & Routine	Mock Trial Prep (Synthesis)
Essential Standards	CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective	CCSS.ELA-LITERACY.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. CCSS.ELA-LITERACY.W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-LITERACY.W.9-10.3.B Use narrative techniques, such as dialogue, pacing,

summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-LITERACY.W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-LITERACY.W.9-10.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9- 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient
---	---

	Semester 2: Unit 10	Semester 2: Unit 11
Unit Topic Overview	Human Connection & The Absurdity of the Group	Perception & Transformation
Reading	Miller, <u>The Crucible</u>	Kafka, <u>Metamorphosis</u>
Writing	Analytical Essay	Comparative Writing Thematic Synthesis
Big Ideas	The effects of groupthink and mob mentality on society.	When we do not follow our personal legend, we turn into something else - let's examine what that may be
Essential Questions	How can a culture of fear be manipulated by unscrupulous people for personal gain? How can fear, suspicion, unfounded accusations, and greed morph into mass hysteria leading to tragedy? To what extent is personal integrity a value above any other? To what extent is a system of justice that protects the rights of all members of society an important part of any democracy?	How does what we do shape who we are? What does one do with a lost identity?

	How is irony used in The Crucible to underscore important themes? To what extent, if at all, should a democracy maintain the separation between church and state?	
Enduring Understandings	Influence is power and power unchecked by accountability is dangerous to society.	Change is inevitable - we must take hold of ourselves What we change in to is inevitably up to us
Assessments	Philosophical Chairs Debates	Thematic Synthesis
Essential Classroom Content	Class Discussion	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CCSS.ELA-LITERACY.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

	Semester 2: Unit 12
Unit Topic Overview	10th Grade Portfolio
Reading	DEAR and Fortune READS Assignments
Writing	Portfolio Reflections
Big Ideas	Your story matters
Essential Questions	What is your 10th grade story?
Enduring Understandings	Every part of your life experiences build you up and bring you into an even better version of YOU!
Assessments	Portfolio Presentations
Essential Classroom Content	Vocabulary System & Routine
-----------------------------------	---
Essential Standards	CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.) CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Additional Units: Can be added of used as substitutes.

Advanced Reading & Writing Synthesis Focus
RCRS C (Part 2) AP Language Synthesis Texts
Timed Writing AP Language Synthesis Essays
10th Grade Skill Retention Critical Analysis and Synthesis Skills AVID Critical Reading Process College-Ready Writing
What does college writing <i>really</i> look like? How do we score norm? How do we synthesize multiple texts into one essay?
Writing can always improve Norming and Scoring are essential skills to develop our writing
RCRS C Level Assessments & Reflections AP Lit & Lang Synthesis Essays
Vocabulary System & Routine
CCSS.ELA-LITERACY.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false
Defining Ourselves in Society
Invisible Man
Analytical Novel Study
Defining the self is freedom - Our bodies and souls are energetic beings
What does dehumanization mean? What are the lasting effects to the self and society? How do we find personal freedom?
You must create for the self rather than others - You are the only path to freedom- Don't ask, don't wait - take it now
Analytical Novel Study
Vocabulary

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific

informal tone). CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create CCSS.ELA-LITERACY.RL.9-10.6

Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Welcome to Follywood! ELA10

Script Revisions

Storyboard Project- Script Writing - Directive Writing

Music is an essential element of life - Jazz is historically and culturally significant - Music can tell a story

What story will you use music to tell? How will you express the value of Jazz?

Music is an essential element of life - Jazz is historically and culturally significant - Music can tell a story - LEARN by DOING

Follywood Film

Vocabulary

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a s and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to oth



Unit 0: Fortune Culture (Embedded)	Unit 6: Advanced Reading and Writing
Unit 1: Proficiency in Reading and Writing	Unit 7: Familial Value and Legacy Gyasi, <u>Homegoing</u>
Unit 2: The Struggle: Dreams/Reality	Unit 8: The Seen and Unseen Destinies
Coates, <u>The Beautiful Struggle</u>	Ellison, <u>Invisible Man</u>
Unit 3: Dreaming in the Real World	Unit 9: Choosing One's Purpose - Destiny - Legacy
Research Writing/ Project	Research Writing/ Project
Unit 4: Symbols of Freedom	Unit 10:
Adichie, <u>Purple Hibiscus</u>	11th Grade Portfolio
Unit 5: African Feminism and Historical Connotations Achebe, <u>Girls at War</u> (Short Story Collection)	ADD-ON NOVEL*CRC Track Scholars The Power of One's Freedom to Be Diaz, <u>The Brief Wondrous Life of Oscar Wao</u>

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: <i>First 10 Days</i>	Proficiency in Reading and Writing Information, Understanding + Analysis
Reading		RCRS D Level (Part 1)
Writing		Timed Writing
Big Ideas		10th Grade Skill Retention 11th Grade Annotation Skills AVID Critical Reading Process Essay Writing: Quotation, Citation, Analysis & Synthesis Mastery
Multimedia Links		Franklin, A Witch Trial at Mount Hollyhttps://www.theatlantic.com/entertainment/archive/2018/05/im-not-black-im-kanye/559763/https://www.theatlantic.com/notes/2015/08/when- malcolm-x-met-robert-penn-warren/402700/

	https://www.theatlantic.com/entertainment/archive/2018/ 02/we-who-love-america/553991/
Essential Questions	What skills and capabilities should 11th grade ECHS ELA Scholars exhibit in Q1?
Enduring Understandings	When scholars critically read, write and think they are able to apply these skills to all content especially success at CRC
Assessments	RCRS D Quizzes & Reflection 5 Paragraph Philosophical Essays
Essential Classroom Content	Vocabulary System & Routine
Essential Standards	CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	The American Dream: #thestruggleisreal	Dreaming in the Real World: Research Paper
Reading	Ta-Nehisi Coates, <u>The Beautiful Struggle</u>	Historical Documents Primary Sources Analytical Articles Scholar Journals
Writing	Historical Memoir: Parent/ Guardian	Research Paper: 10 Pages
Big Ideas	Father Figures Post Civil Rights Era Blank Panther Ideology Continued (9th)	Historical Context for Present Understanding Action Research Personalized Exploration

	Time Changes Everything Generational Growth	Advanced Analysis & Synthesis
Multimedia Links	https://www.theatlantic.com/entertainment/arc hive/2018/02/we-who-love-america/553991/	https://whospeaks.library.vanderbilt.edu/interview/malcol m-x
	https://www.theatlantic.com/notes/2015/08/wh en-malcolm-x-met-robert-penn-	https://whospeaks.library.vanderbilt.edu/interviewee/bay ard-rustin
	http://americainclass.org/america-and-the-six-	https://founders.archives.gov/documents/Washington/05 -04-02-0251
	https://www.theatlantic.com/video/index/39771	Franklin, "The Morals of Chess"
	5/Between-the-World-and-Me-Teaser/	http://americainclass.org/america-and-the-six-nations/
	https://www.uscourts.gov/about-federal- courts/educational-resources/about- educational-outreach/activity-resources/us	https://www.uscourts.gov/about-federal- courts/educational-resources/about-educational- outreach/activity-resources/us
Essential Questions	Essential questions explored in this unit will ask scholars to consider the authenticity of <i>The American Dream</i> , to examine the <i>languages of freedom</i> spoken across generations, considering why they are rarely the same and examine the power of family in shaping who we are and how we perceive ourselves in the world around us.	What/how/why have historical events have impacted our reality? Shaped our view of our futures? Defined us? (right or wrong) Is the American Dream attainable?
Enduring Understandings	The Power of the Father-Son Relationship Learning from Prior Generations Making Your Own Way	Perspective Matters Knowledge of past events shape our perception of the self and realities of culture/ societal rule Applied Information allows for freedom Education really is a dangerous weapon
Assessments	#MyBeautifulStruggle Project Analytical Essay	10 PageReseach Paper -5 Sources -MLA Style
Essential Classroom Content	Weekly Vocabulary	Weekly Vocabulary
Essential Standards	CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.6	CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance

Analyze a c view require stated in a satire, sarce <u>CCSS.ELA</u> Analyze se nineteenth- documents significance Independer Constitution Second Ina purposes, a	case in which grasping a point of es distinguishing what is directly text from what is really meant (e.g., asm, irony, or understatement). <u>-LITERACY.RI.11-12.9</u> venteenth-, eighteenth-, and century foundational U.S. of historical and literary e (including The Declaration of nce, the Preamble to the n, the Bill of Rights, and Lincoln's iugural Address) for their themes, and rhetorical features.	on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
---	--	---

	Semester 1: Unit 4	Semester 1: Unit 5
Unit Topic Overview	Symbols of Freedom	Feminism: Gender Roles & Implications
Reading	Adichie, <u>Purple Hibiscus</u>	Achebe, Girls at War (Short Story Collection)
Writing	"Ted Talk" Narrative Essay	Analytical Essay (Jigsaw Story)
Big Ideas	Coming of Age: Parental Influence and Environmental Influence Nature vs Nurture Parent-Child Relationships Sibling Relationships	Gender Role Constructs Political & Social Implications Roles & Relationships between Men and Women Gender Expectations Women and Wartime
Multimedia Links	https://www.interviewmagazine.com/culture/ta- nehisi-coatesAdichie Ted TalkIgwe Ted TalkTaiwo Ted Talkhttps://www.newyorker.com/magazine/2018/06/04/chimamanda-ngozi-adichie-comes-to- terms-with-global-famehttps://www.nytimes.com/2017/10/16/t- magazine/chimamanda-ngozi-adichie.html	https://www.theatlantic.com/notes/2016/04/the- feminists-of-wakanda/477456/ Abigail Adams, "Remember the Ladies" http://thebookendsreview.com/2017/08/23/girls-war- feminist-commentary-gender/
Essential Questions	What shapes us more: nature or nurture? Do we have a responsibility to follow our parents belief system? What is our role as a child as we age into adulthood?	Does gender determine interest and/or ability? Are gender norms still applicable in modern times? Do gender roles unite or divide?

Enduring Understandings	Respect is mutual Children have a responsibility to respect their parents and make them proud Siblings have a responsibility to themselves and their parents	Societal norms impact gender roles and vice versa Gender role implications impact the sense of self Feminism is a move towards equity rather than equality
Assessments	Scholar Project: "Ted Talk"	Analytical Review ("Girls at War" Review as Sample)
Essential Classroom Content	Weekly Vocabulary	Weekly Vocabulary
Essential Standards	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-LITERACY.W.11-12.3 A-E Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.W.11-12.2 A-F Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	Semester 2: Unit 6	Semester 1: Unit 7
Unit Topic Overview	Advanced Reading and Writing	Ancestral Memory
Reading	Informational/Analytical texts from S1 Preview of Non-fiction reading S2	Gyasi, <u>Homegoing</u>

Writing	Advanced Synthesis Essay	Family History Project
Big Ideas	Synthesizing multiple texts to create concrete, coherent and concise claims and analytical theories. Analyzing the development of common themes, concepts and ideas across multiple texts, genres and cultural contexts.	Historical Fiction Anglo-Asante Wars of Ghana Family Tree
Multimedia Links	N/A	https://www.theatlantic.com/politics/archive/2016/05/on- homecomings/481818/
Essential Questions	How does one determine a common theme over multiple texts? How does one connect texts across multiple texts, genres and cultural context? What supporting evidence best supports a synthesis essay?	Can one ever return "home" again after leaving? What differentiates a child's perspective of "home," from an adult's? What is the impact of ancestral memory? How are we affected by our ancestral memory, especially ancestral trauma? How do we overcome negative conditioning and trauma in our own lives?
Enduring Understandings	Synthesis is finding common themes across multiple texts, genres and cultural contexts AND analyzing them both independently and wholistically.	Our ancestors' memory lives on in our lives and decisions we make Move beyond a "single story" perspective of life and the world
Assessments	Synthesis Essay w/ MLA citation	Synthesis Essay
Essential Classroom Content	Weekly Vocabulary	Weekly Vocabulary
Essential Standards	CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.11-12.1 A-E Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

	Semester 2: Unit 8	Semester 1: Unit 9
Unit Topic Overview	Seen and Unseen Destinies Ellison, <u>Invisible Man</u>	Rhetorical Narrative Project
Reading		
Writing		
Big Ideas		
Multimedia Links	https://www.newyorker.com/books/page- turner/ralph-ellisons-invisible-man-as-a- parable-of-our-time https://www.theatlantic.com/politics/archive/20 16/06/black-journalist-and-the-racist- mountain/484808/	
	https://www.theatlantic.com/politics/archive/20 16/01/hillary-clinton-reconstruction/427095/ https://www.theatlantic.com/politics/archive/20 16/01/tanehisi-coates-reparations/427041/ https://www.newyorker.com/news/the-new- yorker-interview/ta-nehisi-coates-revisits-the-	
Essential Questions		
Enduring Understandings		
Assessments		
Essential Classroom Content		
Essential Standards	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her	CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and

exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <u>CCSS.ELA-LITERACY.W.11-12.3 A-E</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.	literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9 A-B Draw evidence from literary or informational texts to support analysis, reflection, and research.
--	---



Unit 0: Fortune Culture (Embedded)	Unit 5b: Poetry Analysis and Synthesis Writing Project
Unit 1: Proficiency in Reading and Writing: ERWC Bring a Text From Home	Unit 6: Language and Linguistics: Multiple Englishes Video texts: McWhorter "Txting is Killing Language… JK!" Lyiscott "Three ways to speak English"
Unit 2: Memory, Symbol and Pattern: Literary Analysis Excepts from Foster, <u>How to Read Literature Like a</u> <u>Professor,</u> + short story companion texts	Unit 7: Leadership and Justice ZZ Packer, <u>Drinking Coffee Elsewhere</u>
Unit 3: Responses to Trauma and Tragedy Morrison, <u>Beloved,</u> Allende, <u>Paula,</u> or Alvarez, <u>In the</u> <u>Time of the Butterflies</u>	Unit 8: Writing Unit- ERWC: The Value of Life
Unit 4: Storytelling: Anna Deavere Smith, "Twilight: Los Angeles, 1992" Or Nguyen, "She Kills Monsters"	Unit 9: Drama Unit, Act II Wilson "Fences"
Unit 5: Interpreting and Analyzing Poetry Pablo Neruda, Robert Frost, William Shakespeare, Tupac Shakur, Clint Smith, Li Young Lee, Langston Hughes, Gwendolyn Brooks, Camille T. Dungy,	Unit 10: 12th Grade Portfolio: Performance/Film Final Project

Other possible texts/units:

Martel, Life of Pi

Hosseini, <u>The Kite Runner</u>

Koenig, "Serial" podcast

Individual Choice Novel Unit

Journalism: Review Writing

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: First 10 Days	Proficiency in Reading and Writing Information, Understanding + Analysis
Reading		Readings provided in CSU's Expository Reading and Writing Course Module "Bring a Text from Home"

Writing	Timed Writing: Review of Skills/Formative Assessment Synthesis Essay
Big Ideas	Cumulative Writing Skills Retention 11th Grade Annotation Skills Review AVID Critical Reading Process Essay Writing: Quotation, Citation, Analysis & Synthesis Mastery
	Reading strategies to comprehend a variety of student generated text types successfully.
Multimedia Links	Expository Reading and Writing Course unit including multimedia links: <u>https://drive.google.com/file/d/11_GiSdJFmxG5wDvE2bs</u> <u>QOqnG0Wqv2rBM/view?usp=sharing</u>
Essential Questions	What skills and capabilities should 12th grade ECHS ELA Scholars exhibit in Q1?
	Who is responsible for fact checking the news and preventing fake news from spreading misinformation?
	Are the technology companies like Facebook and Google that provide the platform for spreading information responsible? What about news media outlets like CNN, or Fox news?
	To what extent are consumers responsible for fact checking news reports?
	What specifically should be done?
Enduring Understandings	When scholars critically read, write and think they are able to apply these skills to all content.
	12th grade is a time to develop individual ideas and values, and become independent and self-directed learners and critical thinkers.
	Good citizenship includes being able to recognize tendencies toward confirmation bias.
	Being able to consciously read with or against the grain is a valuable critical thinking skill.
Assessments	5 Paragraph Essay: Formative Assessment
	Op-Ed or App review Final assignment
Essential Classroom	Vocabulary System & Routine
Content	Independent Reading Practice Weekly Journal
Essential Standards	(ERWC Module: RI.11-12.1, 3-7; SL.11-12.1-4b; L.11- 12.1,2,4,6;W.11-12.1-2)
	CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	Memory, Symbol, and Pattern: Literary Analysis	Building Community in the Wake of Trauma
Reading	Foster, <u>How to Read Literature Like a</u> <u>Professor</u> short stories to support analytical practice, for example: "A Very Old Man with Enormous Wings", "Cathedral", "The Lottery", "The Pedestrian", "Lamb to the Slaughter", "Little Miracles, Kept Promises", "Harrison Bergeron", "The Garden of Forking Paths"	Morrison, <u>Beloved</u> or Allende, <u>Paula</u>
Writing	Final Project: Summary of Concepts	Literary Analysis Paper
Big Ideas	Literary authors use pattern, symbol, and archetype deliberately to make meaning in their work	Responding to tragedy and trauma.
	The reader's identity and experience shape	Using HTRLLAP to understand and interpret the novel

	what and how a story signifies.	
	There is not just one correct answer when interpreting literature.	
Multimedia Links	https://www.oprahmag.com/entertainment/tv- movies/a28376309/the-lion-king-hamlet- comparison/	https://ca.pbslearningmedia.org/resource/beloved- thegreatamericanread-lit-toni-morrison/toni-morrison- point-of-view-pov-beloved/
	https://upload.wikimedia.org/wikipedia/commo ns/c/c2/Pieter_Bruegel_de_Oude De_val_van_Icarus.jpg https://sites.google.com/a/lvhs.org/mr- kisatsky-s-ap-class/home/most-frequently- cited-texts	https://www.theatlantic.com/entertainment/archive/2018/ 11/isabel-allendes-national-book-awards-speech- writing-advice/575980/
Essential Questions	How do experienced readers use their memory of past reading experiences and	How do characters in this text respond to tragedy and trauma?
	cultural knowledge of literary archetypes to interpret unfamiliar texts?	How can we analyze themes and symbols used throughout the novel to make meaning of the text?
	How can I apply the techniques described in this book to deepen my personal interpretation and understanding of literature?	How can I synthesize interpretations of the text to create an original product that illustrates my understanding of the novel?
	What assumptions about learning and the study of literature are made by the author? What might be missing from this text?	How are we enslaved/freed and how do we enslave/free ourselves and others?
Enduring Understandings	Knowledge of our literary cultural inheritances shape how we make meaning.	Response to trauma is varied: community and family can be valuable sources of strength, resilience, healing.
	There is one universal story- the story of human experience.	
Assessments	Final Project: Summary of material: Liner Notes Playlist Project, Movies or T.V. Google Slides Presentation, Examples drawn from Fortune Curriculum List or teacher approved project proposed by the student	Literary Analysis Essay
Essential Classroom Content	Weekly Vocabulary From HTRLLAP: apocryphal (p. 7), liturgical (p. 8), sublimation (p. 17), dictum (p. 18), ubiquity (p. 37), clandestine (p. 57), exigency (p. 84), ostensibly (p. 88), prurience (p. 156), gravitas (p. 97), repudiate (p. 102), per dy (p. 109), titular (p. 119), incommode (p. 206), tawdry (p. 211), verisimilitude (p. 225), dialectic (p. 246), idiosyncratic (p. 249), hapless (p. 253), subservient (p. 257) Independent Reading Journal	Weekly Vocabulary Independent Reading Journal
Essential	CCSS.ELA-LITERACY.RL.11-12.1	CCSS.ELA-LITERACY.RL.11-12.1

Standards	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY.RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <u>CCSS.ELA-LITERACY.RL.11-12.6</u> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>CCSS.ELA-LITERACY,RL.11-12.2</u> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. <u>CCSS.ELA-LITERACY.RL.11-12.5</u> Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice of where to begin or end a story, the choice of where to begin or end a story, the choice of structure and meaning as well as its aesthetic impact.
-----------	---	--

	Semester 1: Unit 4	Semester 1: Unit 5
Unit Topic Overview	Verbatim Theater	Trust your Gut: Interpreting and Analyzing Poetry
Reading	Anna Deveare Smith, <u>Twilight: Los Angeles,</u> <u>1992</u>	Poetic Works by Pablo Neruda, Robert Frost, Shakespeare, Tupac Shakur, Clint Smith, Li Young Lee, Langston Hughes, Gwendolyn Brooks, Camille T Dungy,
Writing	Create a script for Verbatim Theater, OR	Short analytical essays on two categories of poetic elements: Sound and Structure (meter, rhythm, rhyme

	Write an analytical review of a reality TV program	scheme, assonance, consonance, alliteration) and Figurative Language (imagery, sensory and figurative language, personification, anthropomorphism)
Big Ideas	Ethics of Art Making: Recognizing Exploitation and Appropriation	Recognizing literary elements and how they contribute to the overall meaning and impact of a poem.
	Liz Lerman Critical Response Method Found Art	Spend more time with a poem to dig deeper- investigate all the elements of poetry to uncover the layers of meaning.
Multimedia Links	https://www.pbs.org/wnet/gperf/twilight-los- angeles-about-the-production/1329/	https://ca.pbslearningmedia.org/resource/ang17.ela.poet ry/elements-of-poetry/
	https://www.rollingstone.com/music/music- features/fortnite-epic-games-2-milly-stealing- dance-moves-769344/	https://www.poetryfoundation.org/
	https://www.npr.org/2011/01/28/133306353/Di gital-Music-Sampling-Creativity-Or-Criminality	
	https://www.architecturaldigest.com/story/design-industry-cultural-appropriation	
	Beyonce/Fosse: <u>https://www.youtube.com/wat</u> <u>ch?v=POUpOK6TCPg</u>	
	https://lizlerman.com/critical-response- process/	
Essential Questions	What is Verbatim Theatre? Why is it important and compelling?	What makes poetry different from prose? What effects do these differences have on the reader?
	What can we learn about ourselves and our society through telling and listening to personal stories? What ethical considerations must be demonstrated when creating Verbatim	How do we determine the meter of a poem? How does the rhythm or structure of a poem add layers of meaning?
	Theatre? What happens to 'truth' and meaning when text is shaped, revised and interpreted in	How do authors use figurative language in poetry? How can we identify and interpret figurative language?
	What are the challenges of creating Verbatim Theatre? What tools are available to the artist to create Verbatim Theatre?	How can we use our knowledge of the elements of poetry to interpret the meanings of a poem?
		How does speaking a poem aloud add to its meaning and impact?
	How can we use Verbatim Theatre to effect social change?	How can we correctly quote and cite poetry in academic writing?
Enduring Understandings	Theater can be a powerful tool for self- expression, persuasion, and social change.	Poetry is for everyone.
	Juxtaposition is a powerful compositional tool.	Meter and rhythm in poetry add important layers of meaning.
	Juxtaposition is a powerful compositional tool. Ethical considerations are an important part of making art for social change.	Meter and rhythm in poetry add important layers of meaning. If you suspect something is a symbol or metaphor, it probably is.

Assessments	Ethics in Art and Entertainment Exam Writing Project: Verbatim Theater Script	Short written analyses focusing on elements of poetry Memorize and perform a poem.
Essential Classroom Content	Weekly Vocabulary Independent Reading Journal	Weekly Vocabulary Independent Reading Journal
Essential Standards	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. CCSS.ELA-LITERACY.W.11-12.2 A-F Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	Semester 1: Unit 5b	Semester 2: Unit 6
Unit Topic Overview	Poetry Research and Analysis Writing Project and Presentation	Novel Unit:
Reading	Multiple works of poetry by one author Analytical Articles Scholar Journals Electronic Sources	Diaz, <u>The Brief Wondrous Life of Oscar Wao</u>

Writing	Advanced Synthesis Essay	Analytical Essay
Big Ideas	Analyzing the development of common themes, concepts and ideas within the body of an author's work	Critical Lenses Allusions/footnotes Masculinity
	Studying multiple works by the same author can result in a deeper understanding of individual works.	
Multimedia Links	https://www.poetryfoundation.org/ https://www.newyorker.com/magazine/2020/0 5/18/the-fearless-invention-of-one-of-las- greatest-poets	https://www.theatlantic.com/politics/archive/2015/06/the- brief-and-tragic-life-of-kalief-browder/395156/
Essential Questions	How does one determine a common theme over multiple texts? How does one connect texts across multiple texts, genres and cultural context? What supporting evidence best supports a synthesis essay?	
Enduring Understandings	Synthesis is finding common themes across multiple texts, genres and cultural contexts AND analyzing them both independently and holistically.	
Assessments	Synthesis Essay w/ MLA citation	
Essential Classroom Content	Weekly Vocabulary	Weekly Vocabulary
Essential Standards	CCSS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.W.11-12.1 A-E Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

	Semester 2: Unit 8	Semester 1: Unit 9
Unit Topic		Drama Unit, Act II
Overview		Scholar's Choice
		Students will choose from multiple options. Some possibilities include: Macbeth, Othello, She Kills Monsters, Fences,
Reading		
Writing		
Big Ideas		
Multimedia Links	https://www.newyorker.com/books/page- turner/ralph-ellisons-invisible-man-as-a- parable-of-our-time https://www.theatlantic.com/politics/archive/20 16/06/black-journalist-and-the-racist- mountain/484808/ https://www.theatlantic.com/politics/archive/20 16/01/hillary-clinton-reconstruction/427095/ https://www.theatlantic.com/politics/archive/20 16/01/hillary-clinton-reconstruction/427095/ https://www.theatlantic.com/politics/archive/20 16/01/tanehisi-coates-reparations/427041/ https://www.newyorker.com/news/the-new- yorker-interview/ta-nehisi-coates-revisits-the- case-for-reparations	
Essential Questions		
Enduring Understandings		
Assessments		
Essential Classroom Content		
Essential Standards	CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. CCSS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version	CCSS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. CCSS.ELA-LITERACY.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the

interprets the source text. CCSS.ELA-LITERACY.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CCSS.ELA-LITERACY.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. <u>CCSS.ELA-LITERACY.W.11-12.3 A-E</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences.	premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). CCSS.ELA-LITERACY.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. CCSS.ELA-LITERACY.W.11-12.9 A-B Draw evidence from literary or informational texts to
--	---

Guide to Implementing AF Math: Grade K

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within the school day and week.

In this document, you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

Table of Contents

Program Overview: Components of Achievement First's Mathematics Program	2
Potential Weekly and Daily Schedule Based on 85 Minutes*	2
Math Lesson Types	3
Math Practice	4
Math Reteach	4
Program Overview: Scope and Sequence Detail	4
Unit One: Sorting & Counting	5
Unit Two: Geometry	9
Unit Three: Counting	. 11
Unit Four: Measurement	. 16
Unit Five: Counting and Comparing	. 18
Unit Six: Addition and Subtraction	. 20
Unit Seven: Compose and Decompose Numbers (0-10)	. 22
Unit Eight: Two-Digit Numbers	. 25
Unit Nine: Exemplars	. 27

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts (<u>focus, coherence, rigor</u>) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structure our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Practice and strategic data-based reteach lessons each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 85 Minutes*

Day 1**	Day 2	Day 3	Day 4	Day 5
Math Lesson: 45 min	Math Lesson: 45 min	Math Lesson: 45 min	Math Lesson: 45 min	Reteach based on data: 45 min
<u>Math Stories</u> : 25 min	Math Stories: 25 min	Math Stories: 25 min	Math Stories: 25 min	<u>Math Stories</u> : 25 min
Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min

*If a school has less than 85 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	≯	Workshop	→	Mid-Workshop Interruption	≥	Discussion	≯	Closing & Exit Ticket
Component Purpose	Develop initial understand of the concept, the associa strategies, and the game us to practice the concept	ling ited sed	Collaborative processing time to co to develop understanding of prior concept and strategy	ntinue itized	Responds to data discussing strate, from observatio and/or clarifies shared misconcep	a by gies ons a tion	Summarize the day's learn share efficient strategie clarify misconceptions, an apply strategies to a ne problem	ning, es, d/or w	As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning
Component Timing	10-15 minutes		15-20 minutes		3-5 minutes		5-7 minutes		3-5 minutes

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	Understand	≥	Exploration	≯	Discussion	<u>→</u>	Extension	<u>></u>	Evaluation
Component Purpose	Initial engagement by stude to visualize and understand task and what the solutio requires	ents the m	Aligned to the problem solv approach, students levera prior knowledge to develo test, and revise solution strategies	ing ge p,	Present understandin developed and strateg utilized during Explorati and make connections and name new concep and skills	ies ion, to ots	Time to apply acquired knowledge by building on a extending concepts and/or s	or kills	Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes		10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Math Practice

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

Component Name	Practice & Discussion	<u>→</u>	<u>Calendar</u>
Component Purpose	Students practice targeted review problems and discuss common misconceptions or various solution strategies used	Students practice targeted review problems and discuss common misconceptions or various solution strategies used	
Component Timing	10 minutes		5 minutes

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

Component Name	Framing	\rightarrow	Error Analysis	\rightarrow	Aligned Practice	\rightarrow	Exit Ticket
Component Purpose	Frame includes cultur conversation about sco importance of conten malleable intelligence, perseverance	re res, nt, or	Students analyze an example and n example in order to clarify misconceptions and deepen understanding	on-	Practice engages students in continued thinking about growth area through solvin problems, analyzing work, and writing explanations	ng	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	3 minutes		10-12 minutes		15-20 minutes		5 minutes

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice are noted in the Practice section of each unit.

Unit One: Sorting & Counting

Lesson Number and Daily Aim	Standard(s) in Lesson	Action	Notes / Rationale for Action		
1Introduction to Math Workshop SWBAT use math materials appropriately by handling manipulatives gently, taking one handful at a time, keeping manipulatives on the mat, and sharing materials with their teammates. SWBAT describe math manipulatives by noticing color, shape, size, and quantity.	 K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. K.MD.B.3* Classify objects into given categories; count the number of objects in each category; sort categories by quantity. 	R	 While the standards listed are embedded in this lesson, the lesson focuses on habits of the math classroom, and therefore, the standards are not addressed directly or sufficiently. Teachers may opt to remove this lesson from the sequence if they feel it is not necessary in their classroom. 		
2 Introduction to Math Workshop or Sort by Color SWBAT use math materials appropriately by handling manipulatives gently, taking one handful at a time, keeping manipulatives on the mat, and sharing materials with their teammates. SWBAT describe math manipulatives by noticing color, shape, size, and quantity. SWBAT sort manipulatives by noticing their colors and putting manipulatives that are the same color together.	K.MD.B.3 Classify objects into given categories; count the number of objects in each category; sort categories by quantity.	0			
 3 Pattern Block Grab SWBAT sort pattern blocks by noticing their attributes (shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know) (extension) 4 Attribute Block Grab SWBAT sort attribute blocks by noticing their attributes (size, shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that 	 K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 	0	 Students will only work within a magnitude of 10 in this lesson. In order to ensure students get sufficient practice to move towards mastery of K.CC.A.3, K.CC.B.4, and K.CC.B.5, teachers should refer to Grade K Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of K.MD.3, teachers should refer to Grade K Practice Workbook for additional at-bats. 		

	works for them (move and count, touch and count, point and count, look and count, just know) (extension).	K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		
5	Attribute Block Grab (sort 2 ways) SWBAT sort attribute blocks in two different ways by noticing their attributes (size, shape, color) and putting manipulatives that have a common attribute together. SWBAT determine how many objects are in each group by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know) (extension).	K.MD.B.3 Classify objects into given categories; count the number of objects in each category; sort categories by quantity.		
6	Counting Jar/Bags (1-10) SWBAT determine and write how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know).	 K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. 	0	 Students will only work within a magnitude of 10 in this lesson.
7	Counting Jar/Bags (1-10) SWBAT determine how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT represent how many objects in a set by drawing a picture and writing numerals 1-10.	 b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. 		
8	Roll & Record 1 (1-6) SWBAT determine and write how many dots in a set by using a counting strategy that works	K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing	ο	• Students will only work within a magnitude of 10 in this lesson.

	for them (touch and count, point and count, look and count, just know).	a count of no objects).		
9	Roll & Record 1 (5-10) SWBAT determine and write how many dots in a set by using a counting strategy that works for them (touch and count, point and count, look and count, just know).	 K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered 		
10	Build It (1-10) SWBAT count out and represent a quantity 1- 10 by using a strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT identify numerals 1-10 by using a strategy that works for them (count up from the number line/hundreds chart, just know).	 many objects. K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the 		• Students will only work within a magnitude of 10 in these lessons.
11	Draw It (1-10) SWBAT represent a quantity 1-10 by using a strategy that works for them (draw and count, just know) SWBAT identify numerals 1-10 by using a strategy that works for them (count up from the number line/hundreds chart, just know).	 standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 	ο	
12	Inventory Bags (1-10) (focus on 5-10) SWBAT determine and write how many objects in a set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know). SWBAT count out and represent a quantity 1- 10 by using a strategy that works for them	K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		

13	(move and count, touch and count, point and count, look and count, just know). SWBAT write numerals 1-6 by using a strategy that works for them (count up on number line/hundreds chart, just know). Bear Tracks SWBAT to determine how many in a set and build an equivalent set by using a counting strategy that works for them (move and count, touch and count, point and count, look and count, just know).	K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered	0	 Students will only work within a magnitude of 10 in this lesson. 	
		configuration; given a number from 1–20, count out that many objects.			
14	Flex		0		
15	Unit Assessment		0		
Mat	h Practice				
Pra	Practice Workbook A:				

- K.CC.A.3 (to 10) – Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- K.CC.B.4c – Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers to a quantity that is one larger.

- K.CC.B.5 (to 10) – Count to answer "How many?" questions. Count objects up to 20, arranged in a line, a rectangular array, or a circle.

- K.MD.B.3 - Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by the count.

Unit Two: Geometryⁱⁱ

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action	
1	2D Shapes Intro SWBAT identify 2D shapes (triangle, square, rectangle, circle) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle) by noticing their attributes.	 K.G.A.2 Correctly name shapes regardless of their orientations or overall size. K.G.B.5 Model shapes in the world by building shapes from 		 Students will model shapes on geoboards in this lesson. If teachers prefer, they may opt to have students model shapes with other tools, such as sticks and clay balls. In order to ensure students get sufficient practice to move towards mastery of 	
2	ID Blocks and Build with Geoboards SWBAT identify 2D shapes (triangle, square, rectangle, circle, hexagon) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle, hexagon) by noticing their attributes.	components (e.g., sticks and clay balls) and drawing shapes.	ο	K.G.A.2, teachers should refer to Grade K Practice Workbook for additional at-bats.	
3	ID Blocks and Build with Geoboards SWBAT identify 2D shapes (triangle, square, rectangle, circle) by noticing their attributes (sides and corners). SWBAT create 2D shapes (triangle, square, rectangle) by noticing their attributes.				
4	Positional Words SWBAT describe the location of a shape using positional words (above, below, beside, next to, in front of, behind) by noticing the position of the shape in relation to another object.	K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in</i> <i>front of</i> , <i>behind</i> , and <i>next to</i> .	ο	 In order to ensure students get sufficient practice to move towards mastery of K.G.A.1, teachers should refer to Grade K Practice Workbook for additional at-bats. 	
5	Pattern Block Puzzles SWBAT compose 2D shapes out of other 2D shapes by noticing their attributes (sides, corners).	K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?			
6	Pattern Block Puzzles SWBAT compose 2D shapes out of other 2D shapes by noticing their attributes (sides, corners).		0		
7	Match 3D Faces to 2D Shapes SWBAT identify and describe 3D solids (cone, cylinder, sphere, cube) by noticing their	K.G.A.2 Correctly name shapes regardless of their orientations or overall size.	ο		

			I	I		
	attributes (faces).					
	SWBAT match the faces of 3D solids to 2D	K.G.B.3				
	snapes.	Identify snapes as two-dimensional (lying in a plane,				
0	2D Salid Hunt	nat) or three-dimensional (solid).				
8	3D Solid Hunt	K C P A				
	SWBAT identity and describe 3D solids (cone,	N.U.D.4				
	cylinder, sphere, cube) by noticing their	Analyze and compare two- and three-dimensional				
	attributes (faces).	snapes, in different sizes and orientations, using informal				
	SWBAT match the faces of 3D solids to 2D	language to describe their similarities, differences, parts				
	shapes.	(e.g., number of sides and vertices/"corners") and other				
		attributes (e.g., having sides of equal length).				
9	2D Shapes vs. 3D Solids	K.G.B.3				
	SWBAT sort 2D shapes and 3D solids by	Identify shapes as two-dimensional (lying in a plane,				
	noticing their attributes (using manipulatives).	"flat") or three-dimensional ("solid").				
10	2D Shapes vs. 3D Solids					
	SWBAT sort 2D shapes and 3D solids by	K.G.B.4	ο			
	noticing their attributes (using pictures).	Analyze and compare two- and three-dimensional	_			
		shapes, in different sizes and orientations, using informal				
		language to describe their similarities, differences, parts				
		(e.g., number of sides and vertices/"corners") and other				
		attributes (e.g., having sides of equal length).				
11	Task Based Lesson:	K.G.B.4		 In this lesson students will be asked to 		
	SWBAT determine how many corners	Analyze and compare two- and three-dimensional		solve an application task that requires		
	altogether by using their knowledge of shape	shapes, in different sizes and orientations, using informal		them to use their knowledge of shapes		
	attributes and counting all or counting on.	language to describe their similarities, differences, parts	E	learned in this unit. This type of application		
		(e.g., number of sides and vertices/"corners") and other		work is not required by the standard, and		
		attributes (e.g., having sides of equal length).		therefore teachers may opt to use this		
				lesson for enrichment purposes.		
12	Unit Assessment		0			
		PROGRESS MONITORING (post Unit 2)				
Mat	Math Practice					
Prac	tice Workbook A:					
	- K.CC.B.4c – Understand the relationship between numbers and quantities; connect counting to cardinality. (c) Understand that each successive number name refers					
	to a quantity that is one larger.					
	- K.CC.B.5 - Count to answer "How many?" questions. (b) Count objects up to 10, in a scattered configuration.					
Prac	Practice Workbook B:					

- K.G.A.1 (position words) Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.A.2 Correctly name shapes regardless of their orientations or overall size.

Unit Three: Countingⁱⁱⁱ

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Roll and Record 2 (2-12) SWBAT find the total of two groups by using a counting strategy that works for them (move and count, touch and count, point and count, look and count).	 K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. 	0	 Students will only work within a magnitude of 12 for this lesson. In order to ensure students get sufficient practice to move towards mastery of K.CC.A.3, teachers should refer to Grade K Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of K.CC.B.5, teachers should refer to Grade K Practice Workbook for additional at-bats.
2	Roll and Record 2 (2-12) SWBAT find the total of two groups by using a counting strategy that works for them (move and count, touch and count, point and count, look and count).	 K.CC.A.3* Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. 	Ο	 Students will only work within a magnitude of 12 for this lesson.

		K.CC.B.5*			
		Count to answer "how many?" questions about as			
		many as 20 things arranged in a line, a restangular			
		many as 20 things arranged in a line, a rectangular			
		array, or a circle, or as many as 10 things in a scattered			
		configuration; given a number from 1–20, count out that			
		many objects.			
3	Roll and Record 3 (3-18)	K.CC.A.1*		•	Students will only be expected to count by
	SWBAT find the total of 3 groups by using a	Count to 100 by ones and by tens.			1s in this unit, therefore only partially
	counting strategy that works for them (move				addressing K.CC.A.1. Counting by tens will
	and count, touch and count, point and count.	K.CC.A.3*			be mastered in a later unit.
	look and count)	Write numbers from 0 to 20. Represent a number of			Students will only work within a magnitude
		objects with a written numeral $0-20$ (with 0			of 19 for this losson
		representing a count of no objects)			
		representing a count of no objects).			
		K.CC.B.4.a-b			
		Understand the relationship between numbers and			
		quantities: connect counting to cardinality.			
		a When counting objects say the number names in the			
		standard order nairing each object with one and only			
		and number name and each number name with one and	0		
		only one object.			
		b. Understand that the last number name said tells the			
		number of objects counted. The number of objects is the			
		same regardless of their arrangement or the order in			
		which they were counted.			
		K.CC.B.5*			
		Count to answer "how many?" questions about as			
		many as 20 things arranged in a line, a rectangular			
		array or a circle or as many as 10 things in a scattered			
		configuration: given a number from 1-20, count out that			
		many objects			
4	Collect 15 (could be Collect 20 for some based	K.CC.A.1*		•	Students will only work within a magnitude
	on previous lesson)	Count to 100 by ones and by tens.			of 20 for this lesson
	SWBAT determine how many objects are				
	needed to make 15 (or 20) by using a strategy	K CC A 3			
	that works for them (count the empty courses	Write numbers from 0 to 20. Pennesent a number of			
	that works for them (count the empty squares,	while humbers from 0 to 20. Represent a humber of			
-		objects with a written numeral 0–20 (with 0	0		
5	Grap & Count (small objects; cereal/fruit loops	representing a count of no objects).			
	can be helpful here)				
	SWBAT determine how many objects in a set	K.CC.B.4.a-b			
1	(10-20) by using a counting strategy that works	Understand the relationship between numbers and			
	for them (move and count, touch and count,	quantities; connect counting to cardinality.			
	point and count, look and count, just know).	a. When counting objects, say the number names in the			

	SWBAT represent how many objects in a set by	standard order, pairing each object with one and only		
_	drawing a picture and writing numerals 10-20.	one number name and each number name with one and		
6	Inventory Bags	only one object.		
	SWBA1 determine how many objects in a set	b. Understand that the last number name said tells the		
	(10-20) by using a counting strategy that works	number of objects counted. The number of objects is the		
	for them (move and count, touch and count,	same regardless of their arrangement or the order in		
	point and count, look and count, just know).	which they were counted.		
	SWBAT represent how many objects in a set by			
	drawing a picture and writing numerals 10-20.	K.CC.B.5*		
7	Inventory Bags	Count to answer "how many?" questions about as		
	SWBAT determine how many objects in a set	many as 20 things arranged in a line, a rectangular		
	(10-20) by using a counting strategy that works	array, or a circle, or as many as 10 things in a scattered		
	for them (move and count, touch and count,	configuration; given a number from 1–20, count out that		
	point and count, look and count, just know).	many objects.		
	SWBAT represent how many objects in a set by			
	drawing a picture and writing numerals 10-20.			
8	Donut Decoration- Counting in a circle or			
	scattered arrangement (concrete)			
	SWBAT determine how many objects in a set			
	(10-20) by using a counting strategy that works			
	for them (move and count, touch and count,			
	point and count, look and count, just know).			
9	Donut Decoration- Counting in a circle or			
	scattered arrangement (pictorial)			
	SWBAT determine how many pictures in a set			
	(10-20) by using a counting strategy that works			
	for them (touch and count, point and count,			
	look and count) and a strategy to keep track of			
	the count (check and count, cross off and			
	count, label and count).			
10	Task Based Lesson	K.CC.A.1*		 In this lesson students will be asked to
		Count to 100 by ones and by tens.		solve an application task that requires
				them to use their knowledge of counting
		K.CC.A.3		learned in this unit. This type of application
		Write numbers from 0 to 20. Represent a number of		work is not required by the standard, and
		objects with a written numeral 0–20 (with 0		therefore teachers may opt to use this
		representing a count of no objects).	E	lesson for enrichment purposes.
		K CC B 4 a-b		
		Inderstand the relationship between numbers and		
		quantities: connect counting to cardinality		
		a When counting objects, say the number names in the		
		a. when counting objects, say the number names in the		
		stanuard order, pairing each object with one and only		

		one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.		
11	Make it with Tens SWBAT count by tens by thinking about the pattern in the numbers	K.CC.A.1 Count to 100 by ones and by tens.	0	
12	Baby Bear's Adventure SWBAT count to 50 by ones by thinking about the pattern in the numbers.	K.CC.A.1* Count to 100 by ones and by tens.	0	• Students will only count to 50 in this lesson.
13	Task Based Lesson	 K.CC.A.1* Count to 100 by ones and by tens. K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects). K.CC.B.4.a-b Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. K.CC.B.5* Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that 	Ε	 In this lesson students will be asked to solve an application task that requires them to use their knowledge of counting learned in this unit. This type of application work is not required by the standard, and therefore teachers may opt to use this lesson for enrichment purposes.

		many objects.				
14	One more	K.CC.A.3*		 In order to ensure students get sufficient 		
	SWBAT identify and state one more than a	Write numbers from 0 to 20. Represent a number of		practice to move towards mastery of		
	given number by using a strategy that works	objects with a written numeral 0–20 (with 0		K.CC.B.4.c, teachers should refer to Grade K		
	for them (build it-fingers/manipulatives, count	representing a count of no objects).		Practice Workbook for additional at-bats.		
	up on the number line/hundreds chart, use the					
	counting sequence, just know).	K.CC.B.4.c				
15	One more	Understand the relationship between numbers and				
	SWBAT identify and state one more than a	quantities; connect counting to cardinality.				
	given number by using a strategy that works	c. Understand that each successive number name refers				
	for them (build it-fingers/manipulatives, count	to a quantity that is one larger.	0			
	up on the number line/hundreds chart, use the					
	counting sequence, just know).					
16	One less					
	SWBAT identify and state one less than a given					
	number by using a strategy that works for					
	them (build it-fingers/manipulatives, count					
	back on the number line/hundreds chart,					
	count back using the counting sequence, just					
	know).					
17	One less					
	SWBAT identify and state one less than a given					
	number by using a strategy that works for					
	them (build it-fingers/manipulatives, count					
	back on the number line/hundreds chart,					
	count back using the counting sequence, just					
	know).					
18	Unit Assessment		0			
		INTERIM ASSESSMENT TWO (post Unit 3)				
Mat	h Practice					
Prac	tice Workbook A:					
	 K.CC.B.4c – Understand the relationship betw 	veen numbers and quantities; connect counting to cardinality	γ. (c) Und	erstand that each successive number name refers		
	to a quantity that is one larger.					
Prac	tice Workbook B:					
	- K.G.A.1 (position words) – Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above,					
	below, beside, in front of, behind, and next to.					
Prac	tice Workbook C:					
	 K.CC.A.3 (to 20) - Write numbers from 0 to 20 	 Represent a number of objects with a written numeral 0-2 	20 (with 0	representing a count of no objects)		
	- K.CC.B.5 (to 20) - Count to answer "How many?" questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle.					

Unit Four: Measurement iv

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action		
1	Length- Longer or Shorter? SWBAT determine which object is longer/shorter by using a measuring strategy that works for them (making the edges match, lining up the objects).	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.				
2	Length- Longer or Shorter? SWBAT determine which object is longer/shorter or taller/shorter by using a measuring strategy that works for them (making the edges match, lining up the objects).	K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.				
3	Weight- Heavier or Lighter? SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance).					
4	Weight- Heavier or Lighter? SWBAT determine which object is heavier/lighter by using a measuring strategy that works for them (hefting, using a balance).		о			
5	Capacity- Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container). Capacity – Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (nouring scoops of rice into the container).					
7	Capacity – Holds more or less? SWBAT determine whether a container holds more/less than another container by using a measuring strategy that works for them (pouring scoops of rice into the container).					
8	Measurable Attributes of a Single Object SWBAT describe the measurable attributes of an object by noticing its length, weight, and capacity. SWBAT determine which object is longer/shorter by using a measuring strategy	K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	0			
			-			
------	---	--	------------	---	--	--
	that works for them (making the edges match,					
	lining up the objects).					
	SWBAT determine which object is					
	heavier/lighter by using a measuring strategy					
	that works for them (hefting, using a balance).					
	SWBAT determine whether a container holds					
	more/less than another container by using a					
	measuring strategy that works for them					
	(pouring scoops of rice into the container).					
9	Measurable Attributes of a Single Object					
	SWBAT describe the measurable attributes of					
	an object by noticing its length, weight, and					
	capacity.					
	SWBAT determine which object is					
	longer/shorter by using a measuring strategy					
	that works for them (making the edges match,					
	lining up the objects).					
	SWBAT determine which object is					
	heavier/lighter by using a measuring strategy					
	that works for them (hefting, using a balance).					
	SWBAT determine whether a container holds					
	more/less than another container by using a					
	measuring strategy that works for them					
	(pouring scoops of rice into the container).					
10	Task Based Lesson			In this lesson students will be asked to solve		
				an application task that requires them to use		
			_	their knowledge of measurement learned in		
			E	this unit. This type of application work is not		
				required by the standard, and therefore		
				teachers may opt to use this lesson for		
			-	enrichment purposes.		
11	Unit Assessment		0			
Mat	th Practice					
Prac	ctice Workbook C:					
	- K.CC.A.3 (to 20) - Write numbers from 0 to 20	 Represent a number of objects with a written numeral 0-2 	20 (with 0	representing a count of no objects)		
1	- K.CC.A.5 (to 20) - Count to answer "How many?" questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle.					

Unit Five: Counting and Comparing^v

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Build and Compare (cubes) SWBAT determine which group has more by using a strategy that works for them (comparing length of towers/matching cubes 1- to-1, using the number line, using the counting sequence, just knowing). Build and Compare (cubes) GMDAT determine which group has more by	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	0	
	using a strategy that works for them (comparing length of towers/matching cubes 1- to-1, using the number line, using the counting sequence, just knowing).			
3	Build & Order SWBAT determine which group has more by using a strategy that works for them (comparing length of towers/matching cubes 1- to-1, using the number line, using the counting sequence, just knowing) SWBAT order the groups by using a strategy that works for them (comparing length of towers/matching cubes 1-to-1, using the number line, using the counting sequence, just knowing)(beyond the standard).	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	E	 Students are asked to order three groups from least to greatest in this lesson, which is beyond what is required by the standard. Teachers may opt to use this lesson for enrichment purposes.
4	Build & Compare (pennies) SWBAT determine which group has more by using a strategy that works for them (matching pennies 1-to-1, using the number line, using the counting sequence, just knowing).	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	0	
5	Compare (Day 1) SWBAT compare two numbers to determine which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, use the counting sequence, visualize, just know).	 K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. 	0	 In order to ensure students get sufficient practice to move towards mastery of K.CC.C.7, teachers should refer to Grade K Practice Workbook or additional at-bats.
6	Compare (Day 2) SWBAT compare two numbers to determine			

	-	-		-	
7	 which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, visualize, use the counting sequence, just know). Compare (Day 3) SWBAT compare two numbers to determine which is greater and which is less by using a strategy that works for them (look at the pictures, use the number line, visualize, use the 				
8	counting sequence, just know). Ordering Cards SWBAT put 3 number cards in order from least to greatest by using a strategy that works for them (look at the pictures, use the number line, use the counting sequence, just know) (beyond the standard).	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	E	• Students are asked to order three number cards from least to greatest in this lesson, which is beyond what is required by the standard. Teachers may opt to use this lesson for enrichment purposes.	
0	Task Based Lesson	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	E	 In this lesson students will be asked to solve an application task that requires them to use their knowledge of comparing numbers learned in this unit. This type of application work is not required by the standard and therefore teachers may opt to use this lesson for enrichment purposes. 	
10	Counting to 100 – Fruit Loop Necklaces – Day 1 SWBAT orally count from 0 to 100 by knowing and using the counting sequence.	K.CC.A.1 Count to 100 by ones and by tens		 In order to ensure students get sufficient practice to move towards fluency with this standard, teachers should refer to Grade K 	
11	Counting to 100 – Fruit Loop Necklaces – Day 2 SWBAT orally count from 0 to 100 by knowing and using the counting sequence.			Practice Workbook for additional at-bats.	
13	Unit Assessment		0		
		INTERIM ASSESSMENT THREE (post Unit 5)			
Mat	th Practice				
Pra	ctice Workbook C:				
	- K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)				

K.CC.A.5 (to 20) - Count to answer "How many?" questions. (a) Count objects up to 20, arranged in a line, a rectangular array, or a circle.

Practice Workbook D:

- K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.

Unit Six: Addition and Subtraction^{vi}

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Roll & Record SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number sentence to match the dice.	K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions.		
2	Roll & Record SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number sentence to match the dice. SWBAT find the total of 2 dot cubes by using a strategy that works for them (count all, count on) and write a number bond to match the dice. (extension)	or equations. K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.		
3	Inventory Bags SWBAT find the total of two groups by using a strategy that works for them (count all, count on) and write a number sentence to match the objects in the group. SWBAT find the total of 2 groups by using a strategy that works for them (count all, count on) and write a number bond to match the dice (extension).		ο	
4	Put Together/Take Apart, Total Unknown (include AT-RU) SWBAT solve AT-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems.			
	 Examples: AT-RU: Mrs. Jones had 5 pieces of paper. Mrs. Smith gave her 4 pieces of paper. How many pieces of paper does Mrs. Jones have now? PT/TA-TU: 4 linking cubes and 3 bear 			
	counters were in the math bin. How many math tools were in the bin?			
5	Build & Remove SWBAT write a number sentence to represent a take away story.			

6	Build & Remove SWBAT write a number sentence to represent a				
7	Take From/Take Apart SWBAT solve TF-RU story problems by visualizing, representing, retelling, and solving problems. Example: - TF-RU: 10 people were waiting in line at the store. 5 people left the line because it was too long. How many people are in line now?	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	o		
8	Teddy Bear Picnic SWBAT solve addition and subtraction problems by using a strategy that works for them (count all, count on, count back).	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	0	 In order to ensure students get sufficient practice to move towards Practice with K.OA.A.5, as called for in the standard, teachers should refer to Grade K Practice 	
9	Teddy Bear Picnic SWBAT solve addition and subtraction problems by using a strategy that works for them (count all, count on, count back).	K.OA.A.5 Fluently add and subtract within 5.		Workbook or additional at-bats.	
10	Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems.	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.			
11	Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems.		о		
12	Mixed Story Problems (AT-RU, TF-RU, PT/TA-TU) SWBAT solve AT-RU, TF-RU, PT/TA-TU story problems by visualizing, representing, retelling, and solving problems.				
13	Unit Assessment		0		
Ma	Math Practice				
Pra Pra	 Practice Workbook C: K.CC.A.3 (to 20) - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects) Practice Workbook D: 				

- K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.

Practice Workbook E:

- K.CC.A.1 Count to 100 by tens and ones.
- K.CC.A.2 Count forward beginning with any number within the known sequence.
- K.OA.A.5 Fluently add and subtract within 5.

Unit Seven: Compose and Decompose Numbers (0-10)^{vii}

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Gently Lay the Chips (4/5) SWBAT decompose a group of 4/5 into various combinations (number pairs) by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 4/5.	K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).		 In order to ensure students get sufficient practice to move towards mastery of K.OA.A.3, teachers should refer to Grade K Practice Workbook for additional at-bats.
2	Arrangements of 6 SWBAT decompose a group of 6 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 6.			
3	Heads & Tails SWBAT decompose a group of 6, 7 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 6/7.		o	
4	Break the Train SWBAT decompose a group of 8, 9 into various combinations by using a strategy that works for them (counting the parts, looking at the parts, just knowing). SWBAT write an equation to show number pairs for a group of 8/9.			
5	Task Based Lesson: 5 Crayons in All SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving).			
6	Task Based Lesson: Apple Boxes- Day 5 (Contexts for Learning) SWBAT solve a PT/TA-BAU problem by using a strategy that works for them (visualizing, representing, retelling, and solving).			

7	Bunk Beds- Day 1/2 (Contexts for Learning)			
	SWBAT solve a PT/TA-BAU problem by using a			
	strategy that works for them (visualizing,			
	representing, retelling, and solving).			
8	Up and Down the Ladder (Contexts for Learning)			
	SWBAT decompose a group of 5-10 into various			
	combinations by using a strategy that works for			
	them (counting the parts, looking at the parts,			
	just knowing).			
	SWBAT write an equation to show number pairs			
	for a group of 5-10 items.			
9	Total of 6/7			
	SWBAT determine the total of two groups by			
	using a strategy that works for them (counting			
	all, counting up, just knowing).			
10	Total of 8/9			
	SWBAT determine the total of two groups by			
	using a strategy that works for them (counting			
	all, counting up, just knowing)			
11	Task Based Lesson			
	SWBAT solve a PT/TA-BAU problem by using a			
	strategy that works for them (visualizing,			
	representing, retelling, and solving).			
	Example:			
	- PT/TA-BAU: I baked 9 cookies to give to my			
	friends. I want each friend to have some			
	cookies. How many could I give to Julie and			
	how many could I give to Tigo? (0+9 is not a			
	solution)			
12	How Many to 10?- Day 1	K.OA.A.4		In order to ensure students get sufficient
	SWBAT determine how many more to make ten	For any number from 1 to 9, find the number that		practice to move towards mastery of
	by using a strategy that works for them (look	makes 10 when added to the given number, e.g., by		K.OA.A.4, teachers should refer to Grade K
	at/count the empty squares, count up, just	using objects or drawings, and record the answer		Practice Workbook for additional at-bats.
	know).	with a drawing or equation.		
13	How Many to 10?- Day 2		_	
	SWBAT determine how many more to make ten		0	
	by using a strategy that works for them (look			
	at/count the empty squares, count up, just			
	knowj.			
14	Rolling for Tens (Contexts for Learning)	1		

	SWBAT make various combinations of 10 by		
	using a strategy that works for them (count all,		
	count up, use known facts).		
15	Task Based Lesson		
	SWBAT determine how many more to make ten		
	by using a strategy that works for them (make it,		
	draw it, count on, count back, just know).		
16	Unit Assessment	0	

Math Practice

Practice Workbook D:

- K.CC.C.7 – Compare two numbers between 1 and 10 presented as written numerals.

Practice Workbook E:

- K.OA.A.5 – Fluently add and subtract within 5.

Practice Workbook F:

- K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Unit Eight: Two-Digit Numbers^{viii}

L	esson Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Bundles of Ten (Contexts for Learning: Organizing and Collecting) SWBAT compose teen numbers by bundling a group of ten ones and using a strategy that works for them (count all, count on, just know).	K.NBT.A.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 =		 In order to ensure students get sufficient practice to move towards mastery of K.NBT.A.1, teachers should refer to Grade K Practice Workbook for additional at-bats.
	SWBAT compose teen numbers by bundling a group of ten ones and using a strategy that	composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.		
	works for them (count all, count on, just know).			
3	Build It Teen Numbers SWBAT decompose teen numbers into a group of ten ones and some more ones using tens frames and a strategy that works for them (sount out, just know)			
4	Build It Toop Numbers	-		
-	SWBAT decompose teen numbers into a group of ten ones and some more ones using tens frames and a strategy that works for them			
	(count out, just know).			
5	Make Teen Numbers		0	
	SWBAT compose teen numbers by looking at a		0	
	group of ten ones and some more ones and			
	using a strategy that works for them (count the			
	dots, count on, just know).			
6	Wake Teen Numbers			
	group of ten ones and some more ones and			
	using a strategy that works for them (count the			
	dots, count on, just know).			
7	Roll & Record, Teen Numbers	1		
	SWBAT decompose teen numbers into a group			
	of 10 ones and some more ones using a strategy			
	that works for them (build it, draw it, use place			
	value).	4		
8	Task Based Lesson- Beads			
	SWBAT compare two teen numbers to			
	determine which is greater/less than using a			
	manipulatives or pictures, using the number			
	line, using the counting sequence, using place			

	value)					
9 10/ 11 12/ 13 14/ 15	Compose It- 10-50 SWBAT compose numbers 10-30 by counting by tens and ones, and drawing a representation. Compose It- 10-50 SWBAT compose numbers 10-50 by counting by tens and ones, and drawing a representation. Decompose It- 10-50 SWBAT decompose numbers 10-50 into tens and ones by using cubes, pictures, or knowledge of place value. Roll & Record- Sticks & Dots SWBAT compose numbers 10-50 by representing the tens and ones with sticks and dots, and counting by tens and ones.	 1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones— called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 	E	 These lessons extend into 1st grade standards, and therefore teachers may opt to use them for enrichment purposes. 		
16	Unit Assessment		ο	 Items 4-7 on the unit assessment are aligned to 1.NBT.B.2, and therefore teachers may opt to remove these items for assessment purposes. 		
Math	Math Cumulative Review (Friday)					
Pract	ice Workbook E:					
-	K.OA.A.5 – Fluently add and subtract within 5.					

Practice Workbook F:

- K.OA.A.3 – Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

- K.OA.A.4 – For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).

Unit Nine: Exemplars^{ix}

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Art Club: Mrs. Ling is getting her room ready for the Art Club. There are ten students in the Art Club. Mrs. Ling puts one chair on each side of a square table. Mrs. Ling puts one chair on each side of another square table. Does Mrs. Ling have enough chairs for all ten students in the Art Club? Show and tell how you know. SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, just know). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.	0	 In order to ensure students get sufficient practice to move towards mastery of K.OA.A.2, teachers should refer to Grade K Practice Workbook for additional at-bats.
2	Peeling Carrots: Jake is helping Dad make a big pot of soup. The recipe says the soup needs ten peeled carrots. Jake peels two carrots but has to stop to take his dog for a walk. Dad says he will finish peeling the carrots. Dad thinks he needs to peel nine carrots. Is Dad correct? Show and tell how you know. SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count on, count back, just know). SWBAT to justify their own work and analyze peer work by connecting their work back to the story.	 K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals. 	Ο	
3	Walking Home: Ted walks home from school. Ted sees three puppies. How many ears does Ted see? Show and tell how you know. SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count by 2s). SWBAT to justify their own work and analyze peer	K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	E	 These tasks asks students to add three whole numbers, which is beyond what is required by the Kindergarten standards. Teachers may opt to use these lessons for enrichment purposes or revise to fit within

	work by connecting their work back to the story.			the standard.
4	Beads in a Bowl: The first friend takes 3 beads out of	K.OA.A.2		
	the bowl. The next friend takes 3 beads out of the	Solve addition and subtraction word problems, and		
	bowl. The last friend takes 4 beads out of the bowl.	add and subtract within 10, e.g., by using objects or		
	There are no more beads in the bowl. How many	drawings to represent the problem.		
	beads were in the bowl? Show and tell how you		-	
	know.		E	
	SWBAT solve a story problem by using a strategy that			
	works for them (make it, draw it, count all, count on).			
	SWBAT to justify their own work and analyze peer			
	work by connecting their work back to the story.			
5	Pink and Blue Beads (G1): Linda has pink beads and	K.OA.A.3		• The task in this lesson asks students to
	blue beads. Linda has some bags. Linda wants to	Decompose numbers less than or equal to 10 into		decompose 11 into pairs in more than one
	put 11 beads in each bag. Some must be pink and	pairs in more than one way, e.g., by using objects or		way, which is beyond what the standard
	some must be blue. How many different ways can	drawings, and record each decomposition by a		requires. Teachers may opt to use this
	Linda put pink beads and blue beads in bags? Show	drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	-	lesson as enrichment or revise the
	all your mathematical thinking.		E	magnitude in the task to fit within the
	SWBAT solve a story problem by using a strategy that			standard.
	works for them (make it, draw it).			
	SWBAT to justify their own work and analyze peer			
	work by connecting their work back to the story.			
6	A New Fish Tank (G1): Erin has a new fish tank.	1.OA.A.2		• The task in this lesson asks students to add
	First, Erin puts five fish in the new fish tank. Next,	Solve word problems that call for addition of three		three whole numbers, totaling more than
	Erin puts six fish in the new fish tank. Last, Erin puts	whole numbers whose sum is less than or equal to		10, which is beyond what the standard
	nine fish in the new fish tank. How many fish does	20, e.g., by using objects, drawings, and equations		requires. Teachers may opt to use this
	Erin put in the new fish tank? Show all your	with a symbol for the unknown number to represent	-	lesson as enrichment or revise the
	mathematical thinking.	the problem.	E	magnitude in the task to fit within the
	SWBAT solve a story problem by using a strategy that			standard.
	works for them (make it, draw it, count all, count on).			
	SWBAT to justify their own work and analyze peer			
	work by connecting their work back to the story.			
7	Ladybugs & Crickets (G1): Ben has 9 ladybugs and 5	2.0A.A.1		• The task in this lesson asks students to add
	crickets in his jar. Jill has 8 ladybugs and 7 crickets	Use addition and subtraction within 100 to solve		whole numbers, totaling more than 10,
	in her jar. Dad thinks they have the same amount of	one- and two-step word problems involving		which is beyond what the standard
	insects in each jar. Is Dad correct? Show and tell	situations of adding to, taking from, putting		requires. Teachers may opt to use this
	how you know.	together, taking apart, and comparing, with	E	lesson as enrichment or revise the
	SWBAT solve a story problem by using a strategy that	unknowns in all positions, e.g., by using drawings		magnitude in the task to fit within the
	works for them (make it, draw it, count all, count on).	and equations with a symbol for the unknown		standard.
	SWBAT to justify their own work and analyze peer	number to represent the problem.		
	work by connecting their work back to the story.			
8	Pennies & Cups (G1): Mom has a bowl of fifty	2.0A.A.1		• The task in this lesson asks students to
	pennies. Mom has four cups. Mom asks Lydia to	Use addition and subtraction within 100 to solve	E	work beyond what the standard requires.
	put ten pennies in each cup. When Lydia is done,	one- and two-step word problems involving		Teachers may opt to use this lesson for

she looks in the bowl. Lydia sees some pennies are still in the bowl. How many pennies are still in the bowl? Show and tell how you know.SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all).SWBAT to justify their work and analyze peer work by connecting their work back to the story.	situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.		enrichment purposes.
 9 Making Lemonade (G1): Mary wants to make a small glass of lemonade and a large glass of lemonade. Mary needs the juice of four lemons to make a small glass of lemonade. Mary needs the juice of eight lemons to make a large glass of lemonade. Mary has fourteen lemons. Does Mary have enough lemons to make the two glasses of lemonade? Show all your mathematical thinking. SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, count back). SWBAT to justify their work and analyze peer work by connecting their work back to the story. 	1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	E	 The task in this lesson asks students to work beyond what the standard requires. Teachers may opt to use this lesson for enrichment purposes.
 Sharing M&M's (G1): Alex has 7 red M&M's and some blue M&M's. Joe has 10 red M&M's and 1 blue M&M. Alex shows Joe his M&M's. Joe is happy because they have the same amount of M&M's to eat. Joe says it is fair. How many blue M&M's does Alex have? Show and tell how you know. SWBAT solve a story problem by using a strategy that works for them (make it, draw it, count all, count on, count back). SWBAT to justify their own work and analyze peer work by connecting their work back to the story. 	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	E	 The task in this lesson asks students to work beyond what the standard requires. Teachers may opt to use this lesson for enrichment purposes.
	INTERIM ASSESSMENT FOUR (post Unit 9)		
Math Practice			
Practice Workbook 5:			

- K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).

ⁱⁱ This work, "Unit Two," is inspired by "Grade 1 Math Module 5" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

ⁱⁱⁱ ix This work, "Unit Three", is inspired by "Kindergarten Module 1" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment 2" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

iv This work, "Unit Four," is inspired by "Kindergarten Module 3" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment 3" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

" This work, "Unit Five," is inspired by "Kindergarten Module 5" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment 3" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

vi This work, "Unit Six is inspired by "Kindergarten Module 4" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

vii This work, "Unit Seven," is inspired by "Kindergarten Module 4" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

viii This work, "Unit 8," is inspired by "Kindergarten Module 5" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA) and "Investigations" by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

ix This work, "Unit Nine," is inspired by "Kindergarten Module 4" by EngageNY licensed under Creative Commons Attribution International 4.0 (CC BY-NC-

SA), "Investigations" by Pearson and a revision of Exemplars Library. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

ⁱ This work, "Unit One," is inspired by <u>"Kindergarten Module 1"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Unit 1: Sorting & Counting" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Guide to Implementing AF Math: Grade 1

This document is designed to guide teachers through each component of the Achievement First Elementary School Math curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

Table of Contents

Program Overview: Components of Achievement First's Mathematics Program	2
Potential Weekly and Daily Schedule Based on 85 Minutes*	2
Math Lesson Types	3
Math Practice	4
Math Reteach	4
Program Overview: Scope and Sequence Detail	4
Unit One: Counting	5
Unit Two: Geometry	7
Unit Three: Story Problems 1	9
Unit Four: Data	. 14
Unit 5: Addition & Subtraction	. 16
Unit Six: Two-Digit Numbers	. 19
Unit Seven: Fractions & Time	. 23
Unit Eight: Measurement	. 24

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts (<u>focus, coherence, rigor</u>) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Practice and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 85 Minutes*

Day 1**	Day 2	Day 3	Day 4	Day 5
Math Lesson: 45 min	Reteach based on data: 45			
Math Stories: 25 min	Math Stories: 25 min	Math Stories: 25 min	<u>Math Stories</u> : 25 min	min
				Math Stories: 25 min
Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min	Calendar/Practice: 15 min

* If a school has less than 85 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school

Math Lesson Types

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	≥	Workshop	→	Mid-Workshop Interruption	≥	Discussion	≯	Closing & Exit Ticket
Component Purpose	Develop initial understandi of the concept, the associal strategies, and the game us to practice the concept	ing ted sed	Collaborative processing time to co to develop understanding of priori concept and strategy	ntinue tized	Response to data by discussing strategies from observations and/or clarifies a shared misconception		Summarize the day's learn share efficient strategie clarify misconceptions, an apply strategies to a ne problem	ning, es, d/or w	As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning
Component Timing	10-15 minutes		15-20 minutes		3-5 minutes		5-7 minutes		3-5 minutes

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	Understand	≯	Exploration	≯	Discussion	<u>></u>	Extension	<u>></u>	Evaluation
Component Purpose	Initial engagement by studer to visualize and understand t task and what the solution requires	nts the 1	Aligned to the problem solvi approach, students leverag prior knowledge to develop test, and revise solution strategies	ing ge p,	Present understandin developed and strategi utilized during Explorati and make connections and name new concep and skills	g ies ion, to ots	Time to apply acquired knowledge by building on a extending concepts and/or s	or kills	Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes		10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Math Practice

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

Component Name	$\underline{Practice \& Discussion} \qquad \underline{\rightarrow}$		Calendar	
Component Purpose	Students practice targeted review problems and discuss common misconceptions or various solution strategies used	idents practice targeted review problems and discuss common misconceptions or various solution strategies used		
Component Timing	10 minutes		5 minutes	

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

Component Name	Framing	\rightarrow	Error Analysis	\rightarrow	Aligned Practice	\rightarrow	Exit Ticket
Component Purpose	Frame includes cultur conversation about sco importance of conten malleable intelligence, perseverance	res, t, or	Students analyze an example and n example in order to clarify misconceptions and deepen understanding	on-	Practice engages students in continued thinking about growth area through solvin problems, analyzing work, and writing explanations	ng	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	3 minutes		10-12 minutes		15-20 minutes		5 minutes

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice are noted in the Practice section of each unit.

Unit One: Counting ⁱ

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Mystery Bags SWBAT count, keep track, and record amounts up to 40 by using a counting and representing strategy that makes sense to them and writing the total. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	R	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.A.1, teachers should refer to Grade 1 Practice Workbook for additional at-bats. While the standard listed is embedded in this lesson, the lesson focuses on habits of the math classroom, and therefore the standard is not addressed directly or sufficiently. Teachers may opt to remove this lesson from the sequence if they feel it is not necessary in their classroom.
2	Collect 20 Together SWBAT count a set of objects up to 20 by taking turns rolling a dot cube with a partner, taking that many connecting cubes, and adding them to the amount they already have until they reach 20. SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	 1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. 1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 	0	
3	Crossing the Decade Concentration Given a two-digit number with a 9 in the ones place, SWBAT identify the number that comes next by thinking about what decade follows and using the tools in the room to double-check (number line/hundreds chart). SWBAT show excellent partner work by taking turns, politely asking if their partner would like to go first, using whisper voices, saying please and thank you, and offering to help if their partner is having difficulty.	1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	0	
4	Counting Strips SWBAT count out loud and write numbers from 1-100 by thinking about the pattern and asking themselves what number comes next.		0	
5	Counting Strips (day 2) SWBAT count out loud and write numbers from 1-120 (and beyond) by thinking about the pattern and asking themselves what number comes next.		0	

6	Counting Strips (day 3)/Missing Numbers on the Hundred Chart SWBAT count out loud and write numbers from 1-120 (and beyond) by thinking about the pattern and asking themselves what number comes next.		0	
7	Roll and Record- Number Bond! SWBAT represent part-part-whole relationships using number bonds. SWBAT combine two numbers by using a strategy that makes sense to them (count all, count on).	1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	0	
8	Roll and Record- Number Bond! SWBAT represent part-part-whole relationships using number bonds. SWBAT combine two numbers by counting on.		0	
9	Hide-and-Peek (2-addends) SWBAT determine the missing addend by using a strategy that works for them (count on, fingers to subtract, use known facts). SWBAT represent part-part-whole relationships using number bonds.		0	
10	Hide-and-Peek (3-addends) SWBAT determine the missing addend by using a strategy that works for them (count on, fingers to subtract, use known facts). SWBAT represent part-part-whole relationships using number bonds.		0	
11	Unit Assessment		0	

Math Practice

Practice Workbook A:

1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

During Unit One and Unit Two, teachers may opt to revisit some foundational Kindergarten standards to support Grade 1 work. The following would be recommended standards to revisit from the <u>AF Kindergarten Practice Workbook</u>:

Practice Workbook E:

- K.OA.A.5 – Fluently add and subtract within 5.

Practice Workbook F:

- K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
- K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

Practice Workbook G:

- K.NBT.A.1– Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).

Unit Two: Geometryⁱⁱ

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Shape Posters SWBAT identify and describe 2D shapes by making shape posters to articulate defining attributes.	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus	ο	
2	Make the Shape- Defining Attributes SWBAT build and describe a shape by using its defining attributes.	non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.	Ο	
3	Sorting Shape Cards SWBAT figure out the attributes of shapes in and out of the circle by thinking about the "rule." SWBAT sort shapes by thinking about their attributes.		ο	
4	Fill the Hexagons SWBAT decompose a shape by asking, "Which smaller shapes could be put together to make the larger shape?"	1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and	о	
5	Pattern Block Fill-In SWBAT decompose a shape by asking, "Which smaller shapes could be put together to make the larger shape?"	quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a	ο	
6	Different Ways to Fill a Shape SWBAT decompose a shape in different ways by asking, "Which smaller shapes could be put together to make the larger shape?"	composite shape, and compose new shapes from the composite shape.	0	
7	More and Fewer SWBAT determine which shapes they need more of or fewer of to create a composite shape by thinking about the size of the shape they are using.		0	
8	Create Composite Shapes Given a set of shapes, SWBAT compose a new shape. SWBAT use shapes that they have composed to compose new shapes.		0	
9	TC – Illustrative Mathematics: Make Your Own Puzzle (could be 6 pieces) ⁱⁱⁱ Given a set of shapes, SWBAT compose a square.		ο	
10	3D Solid Attribute Charts SWBAT identify and describe 3D shapes and compare their attributes by creating an attribute chart.	1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus	0	
11	3D Solid Sort SWBAT sort three-dimensional objects into categories by their	non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that	0	

	shapes.	possess defining attributes.						
12	Task-Based Lesson		0					
13	Unit Assessment		0					
	PF	ROGRESS MONITORING (post Unit 2)						
Mat	h Practice							
Prac	Practice Workbook A:							
1.N	1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.							
Duri	ing Unit One and Unit Two, teachers may opt to revisit some found	ational Kindergarten standards to support Grade 1 w	ork. The f	ollowing would be recommended to				
stan	dards to revisit from the <u>AF Kindergarten Practice Workbooks</u> :							
Prac	tice Workbook E:							
	- K.OA.A.5 – Fluently add and subtract within 5.							
Prac	tice Workbook F:							
	- K.OA.A.3 – Decompose numbers less than or equal to 10 into p	pairs in more than one way, e.g., by using objects or c	lrawings,	and record each decomposition by a				
	drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).							
	- K.OA.A.4 – For any number from 1 to 9, find the number that r	nakes 10 when added to the given number, e.g., by u	sing obje	cts or drawings, and record the answer with				
	a drawing or equation.							
Practice Workbook G:								
	- K.NBT.A.1- Gain understanding of place value. (b) Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). (c) Record each							
	composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8).							

Unit Three: Story Problems 1^{iv}

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Parts and Bonds Given a number, SWBAT determine 2 embedded numbers and represent the part/part/whole relationship with a number bond by using a strategy that makes sense to them (cubes, picture, known fact).	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g.,	0	 In order to ensure students get sufficient practice to move towards mastery of 1.OA.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
2	Investigations: 5 in a Row SWBAT find the total of two numbers by using a strategy that makes sense (count all, count on, just know). SWBAT represent part-part-whole relationships by using a number bond.	13 - 4 = 13 - 3 - 1 = 10 - 1 = 9; using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	0	
3	Roll and Record Subtraction SWBAT find the difference between two numbers by using a strategy that makes sense (pictures, count back, count up, use a known fact).	1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. 1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	ο	
4	Heads and Tails SWBAT find combinations of ten and represent with a number bond and equation by using a strategy that makes sense to them.	1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If 8 + 3 = 11 is</i> <i>known, then 3 + 8 = 11 is also known.</i>	ο	
5	Dot Addition Given a total, SWBAT determine two parts that make that total by using a strategy that makes sense to them (count all, count on, use a known fact).	(Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	0	
6	Rekenrek Bracelets		0	

	SWBAT determine all combinations of numbers to make ten by using a rekenrek bracelet. SWBAT represent a part/part/whole relationship by using a tape diagram.	1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added		
		to 8.		
7	AT-RU, PT-TU Story Problems SWBAT solve story problems (AT-RU, PT-TU with 2 and 3 addends) by visualizing and representing in a way that makes sense to them. Examples: - AT-RU: 14 birds were sitting on the tree. 6 more birds flew to the tree. How many birds are on the tree now? - PT-TU: 15 red apples were on the table. 3 green apples were on the table. How many apples were on the table?	 to 8. 1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. 	Ο	
8	 AT-CU Story Problems SWBAT solve story problems (AT-CU) by visualizing and representing in a way that makes sense to them. Example: AT-CU: There were 7 witches at the party. Some more flew over on their broomsticks. Now there are 19. How many witches flew over? AT-SU Story Problems 	1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	0	
-	 SWBAT solve story problems (AT-SU) by visualizing and representing in a way that makes sense to them. Example: AT-SU: There were some dogs playing fetch in the park. 12 more dogs came to play. Now, there are 15 dogs playing 		Ο	

	fetch in the park. How many were there at the beginning?		
10	TF-SU. TF-CU Story Problems		
	SWBAT solve story problems (TF-SU, TF-CU) by visualizing and		
	representing in a way that makes sense to them.		
	Example:		
	- TE-SUI: There were some numpkin nies on the counter		
	Someone snuck in and ate 6 of them. Now there are 8		
	pumpkin pics on the counter. How many pumpkin pics		
	were on the counter to start?		
	TE CUL There were 20 scholars in Ithasa College. Some		
	- IF-CO: There were so scholars in triada conege. Some	0	
	scholars in Ithasa College. How many scholars want home		
	scholars in thaca college. Now many scholars went nome		
	SICK		
11	DT/TA TH Stems Ducklama		
11	PI/IA-IO Story Problems		
	SWBAT Solve story problems (P1/TA-TO) by visualizing and		
	representing in a way that makes sense to them.		
	Example:	0	
	Example.		
	- PI/IA-IO. MI. Herriandez had a box of 14 crayons. 8 were		
	broken?		
12	DIUNCII: Doos and Carrots (DT/TA RALLStory Droblems, constate)		
12	SWBAT solve BALL story problems by using subes to represent		
	and solve		
	and solve.		
	Example:		
	DT/TA_BALL Mc Russo had 20 awards to pass out to hor	0	
	class. Her class has how and girls. How many could she		
	nass out to the boys and how many could she pass out to		
	the girls? (After they represent find at least 4 different		
	c_{B} colutions) (0+20 is a solution)		
12	Boos and Carrots (DT/TA BALLStory Droblems, pictorial)		
13	Feas and Carrols (FT/TA-DAU Story Problems- pictorial)	0	
	and solve	0	
14	and solve.	0	
14	reas and Carrols (PT/TA-DAU Story Problems- equation)	U	

	SWBAT solve BAU story problems by using an equation to		
15	TC - Comparing Cube Towers		
15	SWBAT compare quantities by using cubes to represent.	0	
16	TC – Comparing Cube Towers		
	SWBAT compare quantities by using cubes to represent.	0	
17	Variation of Contexts for Learning: Capture Five		
	SWBAT compare two quantities and determine what is needed		
	to make them equivalent by subtracting on their fingers,	0	
	counting on, or using known facts.		
18	Contexts for Learning: Capture Five (day 2)		
	SWBAT compare two quantities and determine what is needed	0	
	to make them equivalent by subtracting on their fingers,	-	
	counting on, or using known facts.		
19	Compare DU (concrete)		
	swbAT solve compare story problems (C-DO) by using cubes to		
	represent.		
	Examples:		
	- C-DU-M: Dontae has eaten 30 peanut butter and jelly	-	
	sandwiches this year. Zion has eaten 18 peanut butter and	0	
	jelly sandwiches this year. How many more sandwiches has		
	Dontae eaten than Zion?		
	- C-DU-F : Hannah read 32 pages in her book. Ethan read 13		
	pages in his book. How many more did Hannah read than		
	Ethan?		
20	Compare DU (pictorial)		
	SWBAT solve compare story problems (C-DU) by using pictures	0	
2.1	to represent.		
21	Compare BU/SU (concrete)		
	SWBAT solve compare story problems (C-BO/SO) by using cubes		
	to represent.		
	Examples:		
	- C-BU-M: Mr. Tate has 23 more coffee mugs than Ms.		
	Brinton. Ms. Brinton has 17 coffee mugs. How many coffee	ο	
	mugs does Mr. Tate have?		
	- C-BU-F: Irene has 12 fewer dolls than Aakiyah. Irene has 25		
	dolls. How many dolls does Aakiyah have?		
	- C-SU-F: Naseem has been to the park 20 fewer times than		
	Za'miah. If Za'miah has been to the park 37 times, how		
	many times has Naseem been to the park?		

	 C-SU-M: Nasir hopped 15 more times than Brooke. Nasir hopped 24 times. How many times did Brooke hop? 				
22	Compare BU/SU (pictorial) SWBAT solve compare story problems (C-BU/SU) by using	-	ο		
	pictures to represent.		_		
23	TC – Extension problems (may be used as mixed practice of problem types instead if data calls for it) Exemplars: Recycling, Bean Plans, Cans of Paint, Books/Books/Books	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	E	• The tasks within this lesson are 2- step problems and therefore are aligned to 2.OA.A.1. Teachers may opt to skip this lesson or use it for extension purposes.	
24	Unit Assessment		0		
	INTERIM ASSESSMENT TWO (post Unit 3)				
Mat	Math Practice				
Pra -	 Practice Workbook B: 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing 				

a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. (Recommended focus within 10 during Unit Three)

Unit Four: Data v

Lesso	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Show the Data (cubes, picture graphs/charts, tally charts, tables) SWBAT show data by representing the data in a way that makes sense to them (cubes, picture graph/chart, tally chart, table).	1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in	0	 In order to ensure students get sufficient practice to move towards mastery of 1.MD.C.4, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
2	Analyze the Data (picture graphs/charts, tally charts, tables) SWBAT determine how many in each category and how many in all by looking at a chart or graph (picture graph/chart, tally chart, table) and using a strategy that makes sense to them (count all, count on).	another.	0	
3	Show the Data (bar graphs) SWBAT show data by representing the data with a bar graph.		о	
4	Analyze the Data (bar graphs) SWBAT determine how many in each category and solve AT- RU problems by looking at a bar graph and using a strategy that makes sense to them (count up/across the graph, slide over to the axes and write an equation).		0	
5	Compare Data- Day 1 SWBAT solve comparison problems using a data set by using the graph as a representation or creating their own representation to match the graph.		ο	
6	Compare Data- Day 2 SWBAT solve comparison problems using a data set by using the graph as a representation or creating their own representation to match the graph.		0	
7	Unit Assessment		0	
Math	Practice			
Pract	ice Workbook B:			

- 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.

Practice Workbook E:

- 1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

Unit 5: Addition & Subtractionvi

Lesso	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Understanding Commutative Property, Roll & Record (Addends Repositioned) SWBAT represent the same situation with multiple equations by repositioning the addends to understand that addition is commutative and will give the same result regardless of the order in which the addends are combined.	1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples:</i> If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to	0	
2	Understanding Commutative Property, Roll & Record (Addends Repositioned) SWBAT combine two numbers/amounts efficiently by counting on from the greater number.	make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	0	
3	Make 10 with 3 Addends SWBAT efficiently combine 3 numbers/amounts by using a strategy that makes sense to them and looking for opportunities to make ten (using the commutative property to combine 2 addends that would make 10 and/or using decomposition to make 10).		0	
4	Break to Make 10 (pictures) SWBAT efficiently combine 2 numbers/amounts by using Make 10 with pictures (and decomposition).		ο	
5	Break to Make 10 (number bonds) SWBAT efficiently combine 2 numbers/amounts by using Make 10 with number bonds.		ο	
6	Contexts for Learning: Capture Ten SWBAT combine 2 numbers by using Make 10 and match with an equivalent equation.		ο	
7	Roll & Record, Subtraction SWBAT subtract one number from another by using a strategy that makes sense to them (fingers, count back, count up, make 10, just know).	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	ο	 In order to ensure students get sufficient practice to move towards mastery of 1.OA.D.7, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
8	Relate Addition to Subtraction SWBAT rewrite subtraction problems as addition problems by thinking about how the parts and whole relate to each other and how they could use count up to solve.	1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	ο	
9	Fact Families Given an addition fact, SWBAT generate another addition fact and two subtraction facts by relating the parts and whole.	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.	ο	 In order to ensure students get sufficient practice to move towards mastery of 1.OA.C.6, teachers should

	SWBAT explain why seeing addition as subtraction and subtraction as addition is useful in missing addend/subtrahend situations.	Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		 refer to Grade 1 Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of 1.OA.D.8, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
		1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11, 5 = -3, 6 + 6 = -3$.		
10	Count Up to find Unknown Part SWBAT subtract one number from another by using addition, thinking about the missing part, and counting up.	1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	ο	
11	True or False? (manipulatives) SWBAT determine whether two expressions are equal by asking, "are the expressions the same?" and "do they show the same amount?" using manipulatives. SWBAT revise false equations to make them true by using what they know about the equal sign and addition and subtraction to change the numbers.	1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	ο	
12	True or False? (pictures) SWBAT determine whether two expressions are equal by asking, "are the expressions the same?" and "do they show the same amount?" by using pictures. SWBAT revise false equations to make them true by using what they know about the equal sign and addition and subtraction to change the numbers.		ο	
13	True Match SWBAT determine if an equation is true or false by thinking about what the equal sign means.		0	
14	Make It Equal! SWBAT create true equations by using what they know about the equal sign and addition and subtraction to find the missing addend.		0	

15	Task-Based Lesson	1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). 1.OA.D.7 Understand the meaning of the equal sign, and	0			
		subtraction are true or false. For example, which of the following equations are true and				
		which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4				
		+ 1 = 5 + 2.				
16	Unit Assessment		0			
	INT	ERIM ASSESSMENT THREE (post Unit 5)				
Mat	Math Practice					
Practice Workbook B:						
- 1.OA.C.6 – Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making ten;						
Prac	decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.					
riac	- 1 OA C 7 – Understand the meaning of the equal sign and de	termine if equations involving addition and subtract	ion are tru	e or false		
	 1.0A.C.8 – Determine the unknown whole number in an addi 	tion or subtraction equation relating three whole nu	mbers.			

Unit Six: Two-Digit Numbers^{vii}

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Compose It- 10-99 SWBAT compose numbers 10-99 by counting by tens and ones, and drawing a representation.	1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten	0	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.B.2, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
2	Decompose It- 10-99 SWBAT decompose numbers 10-99 into tens and ones by using cubes pictures or knowledge of place value	ones—called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven,	0	
3	Roll & Record- Sticks & Dots SWBAT compose numbers 10-99 by representing the tens and ones with sticks and dots, and counting by tens and ones.	eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven,	ο	
4	Roll & Record- Expanded Notation SWBAT represent numbers 10-99 using expanded notation by thinking about how many tens and how many ones.	eight, or nine tens (and 0 ones).	ο	
5	Mystery Number SWBAT determine ten more or less or one more or one less than a two-digit number by using a strategy that makes sense to them (cubes, sticks and dots, count on/back by tens or ones, just know).		0	
6	Mystery Number SWBAT determine ten more or less or one more or one less than a two-digit number by using a strategy that makes sense to them (cubes, sticks and dots, count on/back by tens or ones, just know).	1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	ο	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.5, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
7	Combining Tens SWBAT combine two multiples of ten by using a strategy that makes sense to them (cubes, literal pictures, sticks and dots, count all/on by tens).	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose	ο	

		a ten.		
8	Build and Remove SWBAT subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count back by tens).	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	ο	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
9	How Many Now SWBAT add or subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count on/back by tens).	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10 , using concrete models or drawings and strategies based on place value, properties of operations,	0	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.5, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
10	How Many Now SWBAT add or subtract a multiple of ten from a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count all, count on/back by tens).	and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction: relate the strategy to a written	0	

		method and explain the reasoning used.			
11	Contexts for Learning: Games for Early Number Sense – Leapfrog SWBAT add one and two-digit numbers by using a strategy that works for them (count all, count on, count up by ones, count up by tens, use known facts).	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. 1.NBT.B.3	ο		In order to ensure students get
	SWBAT compare two-digit numbers and state which number is greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value).	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	o		sufficient practice to move towards mastery of 1.NBT.B.3, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
13	Compare (with symbols)		0	1	

	SWBAT compare two-digit numbers from left to right and use symbols (<,>,=) to show greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value).			
14	Compare (with symbols) SWBAT compare two-digit numbers from left to right and use symbols (<,>,=) to show greater/less/equal by using a strategy that works for them (building with cubes, sticks and dots, using place value).		0	
15	Task Based Lesson	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	E	The tasks within this lesson are 2-step problems and therefore are aligned to 2.OA.A.1. Teachers may opt to skip this lesson or use it for extension purposes.
16	Flex	· · · ·	0	
17	Unit Assessment			
			0	
Mat	h Practice			
Prac	tice Workbook D:			
 1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a "ten." b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, either, or nine tens (and 0 ones) 1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used. 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. 				
Unit Seven: Fractions & Timeviii

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action		
1	Partition Shapes in Half/Partition into Halves SWBAT partition shapes into halves by drawing a line through the center of the shape to create two parts that are the same size.	1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i> , <i>fourths</i> , and <i>quarters</i> , and use the phrases <i>half of</i> , <i>fourth of</i> , and <i>quarter</i>	0	 In order to ensure students get sufficient practice to move towards mastery of 1.G.A.3, teachers should refer to Grade 1 Practice Workbook for additional at-bats. 		
2	Partition Shapes in Half/Partition into Halves SWBAT partition shapes into quarters by drawing lines through the center of the shape to create four parts that are the same size.	of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	0			
3	Task Based Lesson SWBAT solve problems about fractions by using a strategy that makes sense to them.		0			
4	Time to the Hour SWBAT tell time to the hour by looking at the hour hand and minute hand.	1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	0	 In order to ensure students get sufficient practice to move towards mastery of 1.MD.B.3, teachers 		
5	Time to the Half Hour SWBAT tell time to the half hour by looking at the hour hand and minute hand.		0	should refer to Grade 1 Practice Workbook for additional at-bats.		
6	Time to the Half Hour- Show the time SWBAT show time to the half hour by moving the hour hand and minute hand.		0			
7	Flex		0			
8	Unit Assessment		0			
Mat	h Practice	•				
Drag	tice Werkhook D.					

Practice Workbook D:

- 1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a "ten." b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, either, or nine tens (and 0 ones)

1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. -

1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.

1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Unit Eight: Measurement^{ix}

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	How Long? (with cubes) SWBAT find the length of an object by measuring with connecting cubes.	1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length	0	 In order to ensure students get sufficient practice to move towards mastery of 1.MD.A.2, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
2	How Long? (with place value blocks) SWBAT find the length of an object by measuring with centimeter cubes.	measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the</i>	0	
3	How Long? (with various units) SWBAT find the length of objects by measuring them with various units.	object being measured is spanned by a whole number of length units with no gaps or overlaps.	0	
4	How Long? (with various units) SWBAT use more or fewer units to measure objects by thinking about the size of the units.		0	
5	Comparing Length SWBAT compare the lengths of two objects by using a third object.	1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	0	 In order to ensure students get sufficient practice to move towards mastery of 1.MD.A.1, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
6	Comparing Length Story Problems (contextual) SWBAT compare objects in story problems by drawing a picture to represent.		0	
7	Kim's Fish SWBAT determine if a fish is or is not a keeper by measuring its length.		ο	
8	How Much Longer? (manipulatives/pictures) SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them.	1.MD.A.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end	0	
9	More Fish Stories SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them.	to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the</i>	0	
10	More Fish Stories (represent with missing addend or subtraction equation) SWBAT compare the length of two objects by measuring and finding the difference using a strategy that makes sense to them.	object being measured is spanned by a whole number of length units with no gaps or overlaps.	0	
11	Ordering Length SWBAT order objects by comparing their length using a	1.MD.A.1 Order three objects by length; compare the	0	

	strategy that works (lining them up side by side or measuring).	lengths of two objects indirectly by using a		
		third object.		
12	Unit Assessment		0	
Mat	h Practice			
Prac	tice Workbook D:			
	- 1.NBT.C.5 – Given a two-digit number, mentally find 10 more	or 10 less than the number, without having to cour	nt; explain t	he reasoning being used.
	- 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from	multiples of 10 in the range 10-90 (positive or zero	difference	s), using concrete models or drawings and
	strategies based on place value, properties of operations, and	l/or the relationship between addition and subtract	tion; relate	the strategy to a written method and
	explain the reasoning used.			
Prac	tice Workbook E:			
	- 1.MD.3 – Tell and write time in hours and half-hours using an	alog and digital clocks.		
	 1.G.A.3 Partition circles and rectangles into two and four ed 	ual shares, describe the shares using the words <i>ha</i>	lves, fourth	s, and <i>augreers</i> , and use the phrases half of.

1.G.A.3 -- Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Unit Nine: Two-Digit Addition and Subtraction^x

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Find the Total (concrete/pictorial) SWBAT add a two-digit number and a multiple of ten by using a strategy that makes sense to them (cubes, sticks and dots, count on by tens).	1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using	0	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.4, teachers should refer to Grade 1 Practice
2	Find the Total (abstract) SWBAT add a two-digit number and a multiple of ten by using a strategy that makes sense to them (cubes, pictorial tens and ones, count on by tens, expanded notation addition).	concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number	0	Workbook for additional at-bats.
3	Find the Total (abstract) SWBAT add a two-digit number and a one-digit number with regrouping by using a strategy that makes sense to them (count on-cubes, count on-sticks and dots).	sentence; justify the reasoning used with a written explanation. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and	0	
4	Find the Total (abstract) SWBAT add a two-digit number and a one-digit number with regrouping by using a strategy that makes sense to them (count on-cubes, count on-sticks and dots, expanded notation).	sometimes it is necessary to compose a ten.	0	
5	Mixed Practice- Addition (1st Grade Standard) SWBAT add a two-digit number and a one-digit number (with regrouping), a two-digit number and a multiple of ten by using a strategy that makes sense to them (count on-cubes, count on- sticks and dots, expanded notation).		ο	
6	Two-Digit Addition (Intro to 2nd Grade Standard) SWBAT add 2 two-digit numbers (no regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts).		0	
7	Two-Digit Addition (concrete/pictorial) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts).		0	
8	Two-Digit Addition (concrete/pictorial) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts).		0	
9	Two-Digit Addition (abstract) SWBAT add 2 two-digit numbers (no regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts).		0	
10	Two-Digit Addition (abstract) SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots,		0	

	expanded notation addition/use known facts).			
11	Mixed Practice- Addition (2 nd Grade Standard)			
	SWBAT add 2 two-digit numbers (with regrouping) by using a		0	
	strategy that makes sense to them (cubes, sticks and dots,		0	
	expanded notation addition/use known facts).			
12	Two-Digit Subtraction (concrete, pictorial) SWBAT subtract multiples of 10 by using a strategy that works for them (cubes- count back, sticks and dots, expanded notation).	1.NBT.C.6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written	0	 In order to ensure students get sufficient practice to move towards mastery of 1.NBT.C.6, teachers should refer to Grade 1 Practice Workbook for additional at-bats.
12	Two Digit Subtraction (concrete nistorial)	Method and explain the reasoning used.		
15	SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots- count back, expanded notation)	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between	E	
14	Two-Digit Subtraction (concrete, pictorial)	addition and subtraction.		
	SWBAT subtract 1 and 2-digit numbers from 2-digit numbers		E	
	(no regrouping) by using a strategy that works for them (cubes,		E	
	sticks and dots, expanded notation).			
15	Two-Digit Subtraction (abstract) SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots, expanded notation).		E	
16	Two-Digit Addition and Subtraction (all strategies)			
	SWBAT add 2 two-digit numbers (with regrouping) by using a strategy that makes sense to them (cubes, sticks and dots, expanded notation addition/use known facts). SWBAT subtract 1 and 2-digit numbers from 2-digit numbers (no regrouping) by using a strategy that works for them (cubes, sticks and dots, expanded notation).		E	
17	Two-Digit Addition and Subtraction Story Problems within 100			
	(all strategies) SWBAT solve two-digit addition and subtraction story problems by using a strategy that works for them (cubes, sticks and dots, expanded notation).		E	
18	Unit Assessment		0	 Problems 7 and 8 align with Standard 2.NBT.B.5. Teachers should remove these items or use them for extension purposes only.

INTERIM ASSESSMENT FOUR (post Unit 9) Math Practice **Practice Workbook D:** 1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used. 1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Practice Workbook E: 1.MD.3 – Tell and write time in hours and half-hours using analog and digital clocks. 1.MD.A.1 – Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2 - Express the length of an object as whole number of length units, by laying multiple copies of a shorter object end to end; understand that then length measurement of an object is the umber of same-size length units that span it with no gaps or overlaps. **Practice Workbook F:** -1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models, or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

ⁱⁱ This work, "Unit Two," is inspired by <u>"Grade 1 Math Module 5"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

ⁱⁱⁱ <u>"Illustrative Mathematics"</u> Achievement First does not own the copyright in "Lesson 9" and claims no copyright in this material. The material is being used exclusively for nonprofit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{iv} This work, "Unit Three," is inspired by "<u>Grade 1 Module 2 and Module 4</u>" by by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and "<u>Investigations</u>" by Pearson. Achievement First does not own the copyright in "Interim Assessment Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^v This work, "Unit Four," is inspired by <u>"Grade 1 Module 3"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Three" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{vi} This work, "Unit Five," is inspired by <u>"Grade 1 Module 1"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Three" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{vii} This work, "Unit Six," is inspired by "<u>Grade 1 Module 2 and Module 4"</u> by by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Four/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{viii} This work, "Unit Seven," is inspired by <u>"Grade 1 Math Module 5"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{ix} This work, "Unit Eight," is inspired by <u>"Grade 1 Math Module 3"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^x This work, "Unit Nine," is inspired by "<u>Grade 1 Math Module 4 and Module 6</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment 4/EOC" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

ⁱ This work, "Unit One," is inspired by <u>"Grade 1 Module 1 and Module 2"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Interim Assessment Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Guide to Implementing AF Math: Grade 2

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

Table of Contents

Program Overview: Components of Achievement First's Mathematics Program	2
Potential Weekly and Daily Schedule Based on 90 Minutes*	2
Math Lesson Types	3
Math Practice and Cumulative Review	4
Math Reteach	4
Program Overview: Scope and Sequence Detail	4
Unit One: Measurement - Length	5
Unit Two: Addition and Subtraction within 100	7
Unit Three: Story Problems	11
Unit Four: Data	16
Unit Five: Measurement – Length, Money, Graphing, and Time	18
Unit Six: Place Value – Three-Digit Numbers	20
Unit Seven: Addition and Subtraction within 1,000	23
Unit Eight: Geometry – Arrays	26
Unit Nine: Geometry – Fractions	28
Unit Ten: Geometry – Shapes	30

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts (<u>focus, coherence, rigor</u>) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

Day 1**	Day 2	Day 3	Day 4	Day 5
Math Lesson: 55 min	<u>Math Lesson:</u> 55 min	<u>Math Lesson:</u> 55 min	<u>Math Lesson:</u> 55 min	Reteach based on data: 40
Math Stories: 25 min	Math Stories: 25 min	Math Stories: 25 min	Math Stories: 25 min	min
Drastias, 10 min	Dractice: 10 min	Dractice: 10 min	Dractice: 10 min	Math Stories: 25 min
Practice: 10 min	Practice: 10 min	Practice: 10 min	Practice: 10 min	Practice: 25 min

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Game Introduction Lesson

Purpose:

- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	<u>D</u>	Workshop	<u>D</u>	Mid-Workshop Interruption	<u>D</u>	Discussion	<u>D</u>	Closing & Exit Ticket
Component Purpose	Develop initial understand of the concept, the associa strategies, and the game u to practice the concept	ding ated ised t	Collaborative processing time to co to develop understanding of prior concept and strategy	ntinue itized	Response to data discussing strate from observatic and/or clarifies shared misconcep	a by gies ons a otion	Summarize the day's lear share efficient strategie clarify misconceptions, ar apply strategies to a ne problem	ning, es, id/or ew	As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning
Component Timing	10-15 minutes		15-20 minutes		3-5 minutes		5-7 minutes		3-5 minutes

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	<u> </u>	Workshop	<u> </u>	Discussion		Independent Practice	<u> </u>	Closing & Exit Ticket
Component Purpose	Develop meaning throug connection making and foc student thinking on prioritiz concept and strategy	h cus zed	Collaborative processing tim continue to develop understanding of prioritize concept and strategy	e to ed	Discuss thinking and we completed during Workshop to clarify lingering misconceptio	ork	Independent processing a internalization of prioritize concept and strategy	nd ≥d	Summarize and assess day's learning and make connections to big ideas of the unit
Component Timing	15-25 minutes		10 minutes		5 minutes		10-20 minutes		5 minutes

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	<u>Understand</u>	<u> </u>	Exploration		Discussion		Extension	<u> </u>	Evaluation
Component Purpose	Initial engagement by studen to visualize and understand t task and what the solution requires	nts the n	Aligned to the problem solv approach, students leverag prior knowledge to develo test, and revise solution strategies	ing ge p,	Present understandin developed and strateg utilized during Explorati and make connections and name new concep and skills	g ies ion, to ots	Time to apply acquired knowledge by building on extending concepts and/or s	or kills	Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes		10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

Component Name	Mixed Practice	<u> </u>	Discussion 🛛	Mixed Practice Continued	
Component Purpose			Students discuss one problem and	Students practice targeted review	
	Students practice targeted review independently		common misconceptions or various	indonandantly	
			solution strategies used mid-practice	independently	
Component Timing	10 minutes		5 minutes	10 minutes	

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

Component Name	Framing	<u>0</u>	Error Analysis	<u> </u>	Aligned Practice	<u> </u>	Exit Ticket
Component Purpose	Frame includes cultur conversation about scor importance of conten malleable intelligence, perseverance	re res, t, or	Students analyze an example and ne example in order to clarify misconceptions and deepen understanding	on-	Practice engages students in continued thinking about growth area through solvir problems, analyzing work, and writing explanations	ng	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	3 minutes		10-12 minutes		15-20 minutes		5 minutes

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Measurement - Length 1

Les	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Measurement Review / Measuring with nonstandard units and intro to math class SWBAT measure a given length or distance using copies of a unit (cubes, paper clips).	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	R	 This lesson focuses on reviewing measurement concepts learned in previous grades.
2	Measuring with Centimeter Cubes SWBAT measure a given length or distance using copies	2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements:	0	 In order to ensure students get sufficient practice to move towards mastery of 2 MD A 1 and 2 MD A 2
3	Iterating a Centimeter Cube SWBAT iterate one unit across an object to measure using mark and move (cm).	describe how the two measurements; describe how the two measurements relate to the size of the unit chosen.	0	teachers should refer to Grade 2 Practice Workbook for additional at- bats.
4	Creating a Centimeter Ruler SWBAT iterate one unit across a paper to create a ruler and measure a given length or distance with that ruler.		0	
5	Measuring with a Centimeter Ruler and Meter Stick SWBAT measure a given length or distance to the nearest centimeter using a ruler.		0	
6	Metric Mental Benchmarks SWBAT develop estimation strategies by using mental benchmarks and prior knowledge of standard units.	2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	0	
7	Comparing Centimeters and Meters SWBAT measure and compare length using centimeters, meters, and non-standard units.	2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	0	 In order to ensure students get sufficient practice to move towards mastery of 2.MD.A.4, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
8	Measuring with Inch Tiles SWBAT measure a given length or distance using copies of a unit (inch tiles).	2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter	0	
9	Iterating an Inch Tile SWBAT iterate one unit across an object to measure using mark and move (inch).	sticks, and measuring tapes.	0	
10	Making an Inch Ruler SWBAT iterate one unit across a paper to create a non- standard ruler and measure a given length or distance with that ruler.		0	

¹ This work, "Unit One," is inspired by <u>"Grade 2 Math Module 2 and Unit 7</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit One" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

11	Measuring with an Inch Ruler and a Yard Stick SWBAT measure a given length or distance to the nearest inch using a ruler.		0			
12	Mental Benchmarks SWBAT develop estimation strategies by using mental benchmarks and prior knowledge of standard units.	2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Ο			
13	Comparing Inches, Feet, and Yards SWBAT measure and compare length using inches, feet, yards, and non-standard units.	2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	0			
14	Ruler as a Number Line (Broken Ruler) SWBAT solve story problems involving measurement using a ruler as a number line.	2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,, and represent whole-number sums and differences within 100 on a number line diagram.	0			
15	Flex		Ο			
16	Unit Assessment		0			
	PROGRESS MONITORING (after Unit 1)					

Math Practice & Cumulative Review

Practice Workbook A:

- 2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

During Unit One, teachers may opt to revisit some foundational 1st Grade standards to support Grade 2 work. The following would be recommended standards to revisit from the AF Grade 1 Practice Workbook:

Practice Workbook D:

- 1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.
- 1.NBT.C.6 Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Practice Workbook F:

- 1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models, or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Friday Cumulative Review:

- Unit 1.1

- Unit 1.2
- Unit 1.3
- Unit 1.4

Unit Two: Addition and Subtraction within 100²

Lesso	n Number and Daily Aim	Standard(s) in Lesson		Notes/Rationale for Action
1	What's Missing? (addition) SWBAT determine the missing part to make 10 using a strategy that works for them (count up, make 10, just know).	2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one-digit numbers.	ο	 In order to ensure students get sufficient practice to move towards mastery of K.OA.B.2, teachers should refer to Grade 2 Practice Workbook
2	What's Missing? (subtraction) SWBAT determine the missing part to make 10 using a strategy that works for them (count up, make 10, just know).		0	for additional at-bats.
3	Missing Subtrahends SWBAT identify part-part-whole relationships by creating number bonds from a given number sentence.		о	
4	Solving One-Step Problems SWBAT solve one-step problems within 20 by representing with a number bond and using a strategy that makes sense to them.		0	
5	Representing 2-digit numbers using sticks and dots and expanded form SWBAT solve problems about tens and ones by using a variety of representations (cubes, place value blocks, sticks and dots, expanded form).	2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	0	 In order to ensure students get sufficient practice to move towards proficiency with 2.NBT.B.5, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
6	Regrouping 10 ones into a ten SWBAT represent a number in multiple ways using different combinations of tens and ones by using place value models.		0	
7	Regrouping a ten into 10 ones SWBAT represent a number in multiple ways using different combinations of tens and ones by using place value models.		0	

² This work, "Unit Two," is inspired by "<u>Grade 2 Math Module Unit 1</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson. Achievement First does not own the copyright in "Unit Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

8	Adding 2-digit Numbers (no regrouping)	
	SWBAT add two-digit numbers by counting sticks and	•
	dots and recording as ones and then tens in expanded	0
	notation.	
9	Adding 2-digit Numbers (regrouping)	
	SWBAT add 2-digit numbers with regrouping by using	0
	sticks and dots.	
10	Adding 2-digit Numbers (regrouping)	
	SWBAT solve 2-digit addition problems with	0
	regrouping by using expanded notation.	
11	Adding on a Number Line (counting up by 10s and 1s)	
	SWBAT solve 2-digit addition problems on a number	0
	line by counting up by 10s and 1s.	
12	Subtracting 2-digit Numbers (no regrouping)	
	SWBAT solve 2-digit subtraction problems with no	
	regrouping by using sticks and dots and expanded	0
	notation.	
13	Subtracting 2-digit Numbers with Sticks and Dots	
	(regrouping)	0
	SWBAT solve 2-digit subtraction problems with	0
	regrouping by using sticks and dots.	
14	Subtracting 2-digit Numbers with Expanded Notation	
	(regrouping)	0
	SWBAT solve 2-digit subtraction problems with	0
	regrouping by using expanded notation.	
15	Subtracting 2-digit Numbers (regrouping)	
	SWBAT solve 2-digit subtraction problems with	
	regrouping by using expanded notation.	
16	Subtracting on a Number Line (counting back by 10s	
	and 1s; some may count up)	0
	SWBAT solve 2-digit subtraction problems on a	~
	number line by counting back by 10s and 1s.	
17	Mixed Addition and Subtraction	
	SWBAT solve 2-digit addition and subtraction	0
	problems with regrouping using a strategy that makes	~
	sense to them (sticks and dots, expanded notation).	
18	Solving Problems with Missing Addends	
	SWBAT solve two-digit addition problems with and	ο
	without regrouping with missing addends in both	·
	positions by relating addition and subtraction.	
19	Solving Problems with Missing Subtrahends	0

	SWBAT solve two-digit subtraction problems with and without regrouping with missing subtrahends in all positions by relating addition and subtraction.		
20	Unit Assessment	0	

Math Practice & Cumulative Review

Practice Workbook A:

- 2.MD.A.1 - Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

- 2.MD.A.4 - Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Practice Workbook B:**

- 2.OA.B.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.

Friday Cumulative Review:

- Unit 2.1
- Unit 2.2
- Unit 2.3
- Unit 2.4
- Unit 2.5

Unit Three: Story Problems ³

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action
1	 AT/TF - RU and PT/TA-TU and PT/TA-BAU; AT/TF-CU and PT/TA-AU (K-1 review) SWBAT represent and solve AT/TF-RU and PT/TA-TU by following the story problem protocol and using a strategy that makes sense to them. Examples: AT-RU: Miss Taylor has a bucket of 28 pencils. She puts 34 more pencils in the bucket. How many pencils are in the bucket now? TF-RU: Mark had 78 stickers in his collection. He lost 57 stickers. How many stickers does Mark have in his collection now? PT/TA-TU: Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor have? PT/TA-BAU: Miss Bush has 63 red and yellow M&Ms in a bowl. How many M&Ms could be red and how many could be yellow? (0+63 is not a solution.) AT-CU: Kaleb baked 52 cookies on Monday. Then he baked some more cookies on Tuesday. He baked 94 cookies all together. How many cookies did Kaleb bake on Tuesday? TF-CU: Paul has 86 tools in his tool box. He takes out some tools and now there are 32 in the box. How many tools did Paul take out? PT/TA-AU: Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor has a cup of 35 yellow pencils and a cup of 42 red pencils. How many pencils does Miss Taylor has a cup of 35 yellow 	2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	R	 Lessons 1-3 focus on problem types that should have been mastered in K- 1, according to the standards. These lessons should be used for remedial purposes only.
2	AT/TF-SU (new; introduced but not mastered in 1 st) SWBAT represent and solve AT/TF-SU story problems by following the story problem protocol and using a strategy that makes sense to them.		R	
L	Examples.			L

³ This work, "Unit Three," is inspired by <u>"Grade 2 Math Module Unit 4</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Three" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

	- AT-SU: Mr. Sharkey invited some scholars to an ice	
	cream party. Then he decided to invite 31 more	
	scholars and now he has 75 scholars invited to the	
	party. How many scholars did Mr. Sharkey first	
	invite to the party?	
	- TF-SU: Miss Taylor has some pencils in her bin.	
	Miss Bush takes out 19 pencils to use in her class	
	and now there are 28 pencils in the bin. How many	
	pencils were in Miss Taylor's bin before Miss Bush	
	took pencils out?	
3	C-DU-more/fewer and C-BU-more and C-SU-fewer (1 st	
	review)	
	SWBAT represent and solve C-DU-M, C-BU-M, and C-	
	SU-F story problems by following the story problem	
	protocol and using a strategy that makes sense to them.	
	Examples:	
	- C-DU-M: Miss Bush has 80 stickers to give to	
	scholars. Miss Taylor has 56 stickers to give to	
	scholars. How many more stickers does Miss Bush	
	have than Miss Taylor?	
	- C-DU-F: Miss Bush has 39 cookies on her plate.	_
	Mrs. Sneed has 84 cookies on her plate. How many	ĸ
	fewer cookies does Miss Bush have than Mrs.	
	Sneed?	
	- C-BU-M: Mr. Sharkey gave 27 more Respect awards	
	than Enthusiasm awards. He gave out 46	
	Enthusiasm awards. How many Respect awards did	
	he give out?	
	- C-SU-F: There are 46 fewer squirrels playing in the	
	tree than playing on the ground. There are 84	
	squirrels playing on the ground. How many	
	squirrels are playing in the tree?	
4	C-BU-fewer and C-SU-more (new; introduced but not	
	mastered in 1 st)	
	SWBAT represent and solve C-BU-F and C-SU-M story	
	problems by following the story problem protocol and	
	using a strategy that makes sense to them.	
	Examples:	
	- C-BU-F: Mrs. Brelsford has 27 fewer cookies than	U
	Miss Malcarne. Mrs. Brelsford has 55 cookies.	
	How many cookies does Miss Malcarne have?	
	- C-SU-M: Mrs. Brelsford has 37 more cookies than	
	Miss Malcarne. Mrs. Brelsford has 63 cookies. How	
	many cookies does Miss Malcarne have?	

5	Story problems with length, money, and data	2.MD.B.5		
	SWBAT represent and solve story problems with length	Use addition and subtraction within 100 to solve word	0	
	by following the story problem protocol and using a	problems involving lengths that are given in the same	0	
	strategy that makes sense to them.	units, e.g., by using drawings (such as drawings of rulers)		
6	Problem solving with length, money, and data on a	and equations with a symbol for the unknown number		
	number line	to represent the problem.		
	SWBAT represent and solve story problems with length		0	
	by following the story problem protocol and using a			
	number line.			
7	Using a ruler as number line			
	SWBAT represent and solve addition and subtraction		0	
	word problems involving length by following the story		0	
	problem protocol and using a ruler as a number line.			
8	2-step word problems	2.OA.A.1		
	SWBAT represent and solve two-step PT/TA addition	Use addition and subtraction within 100 to solve one-		
	and subtraction story problems by following the story	and two-step word problems involving situations of		
	problem protocol using a strategy that makes sense to	adding to, taking from, putting together, taking apart,		
	them.	and comparing, with unknowns in all positions, e.g., by		
	Examples:	using drawings and equations with a symbol for the	0	
	- PT/TA-AU: Miss Bush has 66 M&Ms in a bag. Some	unknown number to represent the problem.	0	
	are yellow and 38 are brown. How many M&Ms are			
	yellow?			
	- PT/TA-TU: A baker baked 7 pumpkin pies, 12 apple			
	pies, and 11 blueberry pies. How many pies did he			
	bake in all?			
9	2-step word problems			
	SWBAT represent and solve two-step AT/TF-RU addition			
	and subtraction story problems by following the story			
	problem protocol using a strategy that makes sense to			
	them.			
	Examples:			
	- AT-RU: Lucy has 9 apples. She picked 7 more red		0	
	apples and 11 more green apples. How many			
	apples does Lucy have in all?			
	- TF-RU: Miss Reinhardt has 23 smelly markers. She			
	gave 9 smelly markers to Mr. Johnson. Then, she			
	lost 6 smelly markers. How many smelly markers			
	does Miss Reinhardt have left?			
10	2-step word problems			
	SWBAT represent and solve two-step AT/TF-CU addition			
	and subtraction story problems by following the story		0	
	problem protocol using a strategy that makes sense to			
	them.			

	Examples:			
	- AT-CU: Nevaeh had 3 gumballs. She bought 12			
	more gumballs at the store. Then, her mom gave			
	her some more gumballs. Now she has 30 gumballs			
	in all. How many gumballs did her mom give her?			
	- TF-CU: Jose had 27 erasers. He gave 12 erasers to			
	Kathy and some erasers to Sean. Now Jose has 3			
	erasers. How many erasers did Jose give to Sean?			
11	2-step word problems (tape diagram, expanded			
	notation, number line)			
	SWBAT represent and solve two-step comparison		0	
	addition and subtraction story problems by following		0	
	the story problem protocol using a strategy that makes			
	sense.			
12	2-step story problems, all types, within 100			
	SWBAT represent and solve one- and two-step addition		0	
	and subtraction story problems by following the story		0	
	problem protocol using a strategy that makes sense.			
13	2-step story problems, all types, within 100			
	SWBAT represent and solve two-step comparison			
	addition and subtraction story problems by following		ο	
	the story problem protocol using a strategy that makes			
	sense.			
14	2-step story problems, all types, within 100			
	SWBAT represent and solve two-step addition and			
	subtraction story problems by following the story		0	
	problem protocol and using a strategy that makes			
	sense.			
15	Unit Assessment			• Problems 4, 5, and 6 ask students to
				solve two-step compare word
				problems using information
				presented in graphs. The aligned
				standard, 2.MD.D.10, requires
				students to solve simple put-together,
				take-apart and compare problems
			0	using information presented in
				graphs. Standard 3.MD.B.3 requires
				students to solve one- and two- step
				"how many more" and "how many
				less" problems using information
				presented in graphs. Teachers should
				remove these items or use them for
				extension purposes only.

		INTERIM ASSESSMENT TWO (oost Unit 3)		
Math	Practice & Cumulative Review				
Practio	e Workbook A:				
-	2.MD.A.1 - Measure the length of an object by selecting	ng and using appropriate tools such	as rulers, yardsticks, me	ter sticks, a	and measuring tapes.
-	2.MD.A.4 - Measure to determine how much longer o	ne object is than another, expressin	g the length difference i	n terms of	a standard length unit.
Practio	e Workbook B:				
-	2.OA.B.2 - Fluently add and subtract within 20 using n	nental strategies. By end of Grade 2	, know from memory all	sums of tw	o one-digit numbers.
-	2.NBT.B.5 - Fluently add and subtract within 100 using	g strategies based on place value, pr	operties of operations, a	and/or the	relationship between addition and
	subtraction.				
Friday	Cumulative Review:				
-	Unit 3.1				
-	Unit 3.2				
-	Unit 3.3				

Unit Four: Data 4

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action	
1	Categorizing Data SWBAT record data into a table using tally marks by sorting objects based on similar attributes.	2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar	0	 In order to ensure students get sufficient practice to move towards mastery of 2.MD.D.10, teachers should refer to Grade 2 Practice Workbook for additional at-bats. 	
2	Creating Picture Graphs SWBAT draw and label a picture graph to represent data with up to four categories.	graph.	ο		
3	Creating Bar Graphs SWBAT draw and label a bar graph to represent data with up to four categories; relate scale to a number line.		ο		
4	Representing Data Using Picture Graphs and Bar Graphs SWBAT collect and categorize data and record data into a table using tally marks by taking a survey and sorting the data based on similar attributes. SWBAT represent data on a picture graph and bar graph with up to four categories using collected data from a survey. Solving Story Problems from a Graph (1-step)		0		
6	SWBAT analyze data on a graph by reading the graph and answering questions about the data.		0		
6	SWBAT solve story problems from a Graph (2-step) SWBAT solve story problems using data presented on a graph by reading and interpreting the graph.		0		
7	Unit Assessment		0		
Math Practice & Cumulative Review					
 Practice Workbook B: 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 2.NBT.B.6 - Add up to four two-digit numbers using strategies based on place value and properties of operations. Friday Cumulative Review: Unit 4.1 					

- Unit 4.2

⁴ This work, "Unit Four," is inspired by <u>"Grade 2 Math Module Unit 7"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Four" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Identifying the value of coins and counting up to find the total SWBAT recognize the value of coins and count up to find their value.	2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3	0	
2	Counting Bills and Coins SWBAT determine the value of a set of bills and coins by identifying each bill or coin and using a strategy to find the total value.	pennies, how many cents do you have?	0	
3	Coin Equivalencies SWBAT show the amount of money using different combinations of coins by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters.		0	
4	Fewest number of coins SWBAT use the fewest number of coins to make a given value by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters.		0	
5	Collect \$1.00 SWBAT make \$1.00 by trading pennies for nickels, pennies or nickels for dimes, and pennies, nickels, or dimes for quarters.		0	
6	Spend \$1.00 SWBAT spend a given amount of money by trading bills for coins and coins for coins of a smaller value.		0	
7	Making change from \$1.00 SWBAT make \$1.00 or make change from \$1.00 by using different strategies (making trades, counting up, etc.).		0	
8	Story Problems, with combinations of bills and coins SWBAT solve story problems involving different combinations of coins with the same total value.		0	
9	Story Problems with Money SWBAT solve one-step story problems of all types that involve bills and coins by using the most efficient strategy.		0	

⁵ This work, "Unit Five," is inspired by "<u>Grade 2 Math Module 8</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Five" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

10	Drawing a line plot – given data set SWBAT draw a line plot to represent measurement data; relate the scale to a number line.	2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	0	 In order to ensure students get sufficient practice to move towards mastery of 2.MD.D.9, teachers should refer to Grade 2 Practice Workbook for additional at-bats. 	
11	Drawing a Line Plot – Creating data set SWBAT draw a line plot to represent measurement		0		
	data: relate the scale to a number line.		Ũ		
12	Drawing Line Plots and Answering Questions about the Data SWBAT represent data on a line plot and answer		0		
12	questions about the data set.	2 MD C 7		 In order to oncure students get 	
15	SWRAT to tell time to the nearest 5 minutes by looking	2.WD.C./ Tall and write time from analog and digital clocks to the	0	 In order to ensure students get sufficient practice to move towards 	
	at the position of the hands on the clock.	nearest five minutes, using a.m. and p.m.	U	mastery of 2.MD.C.7. teachers	
14	Show time to the nearest 5 minute mark	······································		should refer to Grade 2 Practice	
	SWBAT to draw hands on a clock to show time to the		0	Workbook for additional at-bats.	
	nearest 5 minutes.				
15	AM/PM				
	SWBAT tell time to the nearest 5 minute and relate AM		0		
	and PM to time of day.				
16	Flex / Unit Assessment		0		
		INTERIM ASSESSMENT THREE (post Unit 5)			
Mat	h Practice & Cumulative Review				
Pra	tice Workbook B:				
	 2.NBI.B.5 - Fluently add and subtract within 100 using subtraction 	strategies based on place value, properties of operations, ar	nd/or the r	elationship between addition and	
	SUBTRACTION.	rategies based on place value and preparties of energians			
Dra	- 2.1101.B.O - Add up to four two-digit numbers Using Str	ategies based on place value and properties of operations.			
Pid	Produce workbook C:				
	- 2.MD.D.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple nut-together take-apart and				
	compare problems using information presented in a bar graph.				
Frid	ay Cumulative Review:				
	- Unit 5.1				
	- Unit 5.2				
	- Unit 5.3				
	- Unit 5.4				

Unit Six: Place Value – Three-Digit Numbers

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Counting Strips with 3-digit Numbers SWBAT write numbers within 1,000 by using their understanding of place value and patterns to create counting strips.	2.NBT.A.2* Count within 1000; skip-count by 5s, 10s, and 100s.	0	 In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
2	Representing 3-digit Numbers (Place Value Blocks) SWBAT read and write numbers within 1,000 after modeling with place value blocks (flats, sticks, and dots).	 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). 	0	 In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.1, teachers should refer to Grade 2 Practice Workbook for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
		2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.		
3	Base Ten Numeral Form and Unit Form SWBAT represent and read a 3-digit number in base ten numeral form by identifying the value of each digit.	2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and	0	 In order to ensure students get sufficient practice to move towards mastery of 2.NBT.A.3, teachers
4	Standard Form & Word Form SWBAT represent and read a 3-digit number in standard form and word form by identifying the value of each digit.	ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens—called a "hundred."	0	should refer to Grade 2 Practice Workbook for additional at-bats.
5	Expanded form SWBAT represent and read a 3-digit number in expanded form by identifying the value of each digit.	b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	0	
6	All forms (standard, word, expanded, pictorial, unit, base ten numeral)		0	

⁶ This work, "Unit Six," is inspired by <u>"Grade 2 Math Module 3"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Six" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

	SWBAT represent and read a 3-digit number in all forms.	2.NBT.A.3		
7	Non-standard Partitioning, Lesson 1	Read and write numbers to 1000 using base-ten		
	SWBAT model numbers with more than 9 ones or 9	numerals, number names, and expanded form.	•	
	tens; write in expanded, unit, standard, and word forms,		0	
	explore a situation with more than 9 groups of ten.			
8	Non-standard Partitioning, Lesson 2			
	SWBAT model numbers with more than 9 ones or 9		0	
	tens; write in expanded, unit, standard, and word forms,		0	
	explore a situation with more than 9 groups of ten.			
9	Count up between 90 and 1,000	2.NBT.A.2		
	SWBAT count up between 90 and 1,000 by using skip	Count within 1000; skip-count by 5s, 10s, and 100s.	0	
	counting.			
10	Count back between 1,000 and 90			
	SWBAT count back between 90 and 1,000 by using skip		0	
	counting.			
11	Skip Counting Practice: Up and Down within 1,000 by			
	5/10/100		0	
	SWBAT count up/down within 1,000 by 5/10/100.			
12	Add and subtract 10 or 100	2.NBT.B.8		 In order to ensure students get
	SWBAT add or subtract 10 and 100 to a given number	Mentally add 10 or 100 to a given number 100–900,		sufficient practice to move towards
	by thinking about what place is changing and then using	and mentally subtract 10 or 100 from a given number	0	mastery of 2.NBT.B.8, teachers
	a strategy that works (s/ d, changing the digit in the	100–900.		should refer to Grade 2 Practice
	named place, or writing an equation).			Workbook for additional at-bats.
13	Add and Subtract 10 or 100 within 1,000 (mentally;			
	building off skip-counting)		0	
	SWBAT add and subtract 10 or 100 from a given number		Ŭ	
	using mental math.			
14	Comparing 3-Digit Numbers (different forms, no	2.NBT.A.4		 In order to ensure students get
	regrouping).	Compare two three-digit numbers based on meanings	o	sufficient practice to move towards
	SWBAT compare two three-digit numbers written in	of the hundreds, tens, and ones digits, using >, =, and <	•	mastery of 2.NBT.A.4, teachers
	different forms using <, >, and =.	symbols to record the results of comparisons.		should refer to Grade 2 Practice
15	Comparing 3-Digit Numbers w/ Regrouping (same			Workbook for additional at-bats.
	form)		0	
	SWBAT compare two three-digit numbers with more		-	
	than 9 ones/tens using <, >, and =.			
16	Comparing 3-Digit Numbers w/ Regrouping (multiple			
	torms)			
	SWBAT compare two three-digit numbers written in		0	
	affrerent forms with more than 9 ones/tens using <, >,			
L	and =.			4
17	Compare within 1,000 (or the Exemplars lesson below).		0	

	SWBAT compare two three-digit numbers written in different forms with more than 9 ones/tens using <, >, and =.		
18	Exemplars: SUMthing Fun (more challenging version) and Reading About Motorcycles SWBAT represent and solve problems about 3-digit numbers using their understanding of place value.	0	
19	Unit Assessment	0	

Math Practice & Cumulative Review

Practice Workbook C:

- 2.MD.D.9 - Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Practice Workbook D:

- 2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.
- 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Friday Cumulative Review:

- Unit 6.1
- Unit 6.2
- Unit 6.3
- Unit 6.4

Unit Seven: Addition and Subtraction within 1,000 7

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Add within 1,000 using flats, sticks, and dots and expanded notation SWBAT add 3-digit numbers with no regrouping by using flats, sticks, and dots and expanded notation.	2.NBT.B.7 Add and subtract within 1000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship	0	 In order to ensure students get sufficient practice to move towards mastery of 2.NBT.B.7, teachers should refer to Grade 2 Practice
2	Add within 1,000 using flats/sticks/dots SWBAT add 3-digit numbers with regrouping in one place by using flats, sticks, and dots.	between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts	0	Workbook for additional at-bats.
3	Add within 1,000 using flats/sticks/dots SWBAT add 3-digit numbers with regrouping in two places by using flats, sticks, and dots.	hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	ο	
4	Expanded Notation Addition within 1,000 SWBAT solve 3-digit addition problems with regrouping in one place by using expanded notation.		ο	
5	Expanded Notation Addition within 1,000 SWBAT solve 3-digit addition problems with regrouping in two places by using expanded notation.		ο	
6	Number Line Addition within 1,000 SWBAT solve 3-digit addition problems on a number line.		ο	
7	Write to Explain Your Strategy (consider error analysis Intro) SWBAT solve 3-digit addition problems using a strategy that makes sense and write to explain the strategy they chose.		ο	
8	Subtraction within 1,000 (flats, sticks, and dots and expanded notation – no regrouping) SWBAT solve 3-digit subtraction problems with no regrouping by using flats, sticks, and dots and expanded notation.		ο	
9	Subtract within 1,000 using flats/sticks/dots SWBAT subtract 3-digit numbers with regrouping in one place by using flats, sticks, and dots.		ο	
10	Subtract within 1,000 using flats/sticks/dots SWBAT subtract 3-digit numbers with regrouping in two places by using flats, sticks, and dots.		0	

⁷ This work, "Unit Seven," is inspired by <u>"Grade 2 Math Module 4 & 5"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Seven" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

11	Subtract within 1,000 using flats/sticks/dots				
	SWBAT solve 3-digit subtraction problems with		0		
	regrouping across a 0 by using flats, sticks, and dots.				
12	Expanded Notation Subtraction within 1,000				
	SWBAT solve 3-digit subtraction problems with		0		
	regrouping in one place by using expanded notation.				
13	Expanded Notation Subtraction within 1,000				
	SWBAT solve 3-digit subtraction problems with		0		
	regrouping in two places by using expanded notation.				
14	Expanded Notation Subtraction within 1,000				
	SWBAT solve 3-digit subtraction problems with		0		
	regrouping across a 0 by using expanded notation.				
15	Number Line Subtraction within 1,000 (count back				
	from the whole to the part we know to find the				
	difference)		0		
	SWBAT solve 3-digit addition and subtraction problems				
	with unknowns in all positions on a number line.				
16	Number Line Subtraction within 1,000 (solving on a				
	number line in different ways)		0		
	SWBAT solve 3-digit addition and subtraction problems		Ŭ		
	with unknowns in all positions on a number line.				
17	Mixed Addition and Subtraction within 1,000 – Write	2.NBT.B.7			
	to Explain Your Strategy (consider error analysis Intro)	Add and subtract within 1000 using concrete models or			
	SWBAT solve 3-digit addition and subtraction problems	drawings and strategies based on place value,	0		
	using a strategy that makes sense and write to explain	properties of operations, and/or the relationship			
	the strategy they chose.	between addition and subtraction; relate the strategy			
18	Mixed Addition and Subtraction within 1,000 – Write	to a written method. Understand that in adding or			
	to Explain Your Strategy (consider error analysis Intro)	subtracting three-digit numbers, one adds or subtracts			
	SWBAT solve 3-digit addition and subtraction problems	hundreds and hundreds, tens and tens, ones and ones;			
	using a strategy that makes sense and write to explain	and sometimes it is necessary to compose or	0		
	the strategy they chose.	decompose tens or hundreds.			
		Z.NBT.B.9			
		Explain why addition and subtraction strategies work,			
10		using place value and the properties of operations.			
19	Unit Assessment		0		
Mat	th Practice & Cumulative Review				
Pra	Practice Workbook D:				

- 2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Friday Cumulative Review:

- Unit 7.1
- Unit 7.2
- Unit 7.3
- Unit 7.4

Unit Eight: Geometry – Arrays ⁸

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Manipulatives to create equal groups SWBAT create equal groups by using manipulatives.	2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	0	 In order to ensure students get sufficient practice to move towards mastery of 2.OA.C.3, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
2	Math drawings as repeated addition SWBAT represent equal groups, and relate to repeated addition by using math drawings.	2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up	ο	 In order to ensure students get sufficient practice to move towards mastery of 2.OA.C.4, teachers should
3	Composing Arrays SWBAT compose arrays from rows and columns, and count to find the total using objects.	to 5 columns; write an equation to express the total as a sum of equal addends.	ο	refer to Grade 2 Practice Workbook for additional at-bats.
4	Represent Arrays (rows/columns) SWBAT compose arrays from rows and columns, and count to find the total using objects.		0	
5	Compose a Rectangle SWBAT use square tiles to compose a rectangle, and relate to the array model.	2.G.A.2 Partition a rectangle into rows and columns of same- size squares and count to find the total number of them.	ο	 In order to ensure students get sufficient practice to move towards mastery of 2.G.A.2, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
6	Compose a Rectangle SWBAT use square tiles to compose a rectangle, and relate to the array model.	2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up	ο	
7	Decompose Arrays SWBAT decompose rectangular arrays into rows and columns, and relate to repeated addition.	to 5 columns; write an equation to express the total as a sum of equal addends.	ο	
8	Partners and Teams	2.0A.C.3	0	

⁸ This work, "Unit Eight," is inspired by <u>"Grade 2 Math Module 6"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Eight" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

	SWBAT characterize even and odd numbers as those that do or do not make groups of two (partners) and two equal groups (teams).	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to		
9	Rectangular arrays, even and odd SWBAT use rectangular arrays to investigate odd and even numbers.	express an even number as a sum of two equal addends.	0	
10	Patterns of even, related to odd SWBAT investigate the pattern of even numbers: 0, 2, 4, 6, and 8 in the ones place, and relate to odd numbers.		0	
11	Unit Assessment		0	

Math Practice & Cumulative Review

Practice Workbook D:

- 2.NBT.A.1 - Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

- 2.NBT.A.3 - Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Friday Cumulative Review:

- Unit 8.1

- Unit 8.2

Unit Nine: Geometry – Fractions ⁹

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Combine shapes to compose shapes SWBAT combine shapes to create a composite shape; create a new shape from composite shapes.	2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves, thirds, half of, a third of,</i> etc., and describe the whole as two halves, three thirds, four fourths.	ο	 In order to ensure students get sufficient practice to move towards mastery of 2.G.A.3, teachers should refer to Grade 2 Practice Workbook for additional at-bats.
2	Interpret equal shares SWBAT interpret equal shares in composite shapes as halves, thirds, and fourths.	Recognize that equal shares of identical wholes need not have the same shape.	ο	
3	Partition circles and rectangles into halves, thirds, and fourths SWBAT interpret equal shares in composite shapes as halves, thirds, and fourths.		0	
4	Partition circles and rectangles into halves, thirds, and fourths SWBAT partition circles and rectangles into equal parts, and describe those parts as halves, thirds, or fourths.		0	
5	Describe wholes by the number of equal parts. SWBAT describe a whole by the number of equal parts including 2 halves, 3 thirds, and 4 fourths.		ο	
6	Fourths of a Rectangle SWBAT identify and name unit fractions by thinking about equal parts of a whole and recognizing that the same fraction can have a different shape.		0	
7	Recognize equal parts of a rectangle can have different shapes SWBAT recognize that equal parts of an identical rectangle can have different shapes.		0	
8	Exemplars: Two Fruit Bars and A Messy Painting Table SWBAT represent and solve problems about fractions using a strategy that makes sense.		о	
9	Unit Assessment		ο	 Problem 1 asks students to partition a circle, a trapezoid, a rectangle, and a hexagon into thirds. Standard 2.G.A.3 requires students to partition circles and rectangles into

⁹ This work, "Unit Nine," is inspired by <u>"Grade 2 Math Module 8"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), "<u>enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Nine" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

		two, three or four equal shares. Therefore teachers should remove this item or use it for extension purposes only.
--	--	---

Math Practice & Cumulative Review

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Practice Workbook F:

- 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Friday Cumulative Review:

- Unit 9.1
- Unit 9.2

Unit Ten: Geometry – Shapes 10

Le	sson Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action	
1	Build, identify, and analyze shapes SWBAT build, identify, describe and analyze shapes by looking at the number of sides and number of angles.	2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	0	 In order to ensure students get sufficient practice to move towards mastery of 2.G.A.1, teachers should refer to Grade 2 Practice Workbook for additional at-bats. 	
2	Use attributes to draw shapes SWBAT describe, build, identify, and analyze two- dimensional shapes with specified attributes.		Ο		
3	Sorting Quadrilaterals SWBAT sort quadrilaterals by thinking about the type of angles a shape has and the number of sides it has.		ο		
4	Use attributes to draw quadrilaterals SWBAT use attributes to identify and draw different quadrilaterals including rectangles, rhombuses, parallelograms, and trapezoids.		ο		
5	Exemplars: A Design of 29 and Pasta & Gumdrops SWBAT represent and solve problems about shapes using a strategy that makes sense.		ο		
6	Unit Assessment		0		
M	ath Practice & Cumulative Review				
 Practice Workbook E: 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. 					
Pra Pra	 Practice Workbook F: 2.OA.C.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. Practice Workbook G: 				
1			r		

- 2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
- 2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Friday Cumulative Review:

¹⁰ This work, "Unit Ten," is inspired by <u>"Grade 2 Math Module 8: Topic A & B"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA), <u>"enVision</u>" by Pearson, and <u>"Investigations"</u> by Pearson Achievement First does not own the copyright in "Unit Ten" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

- 10.1
Guide to Implementing AF Math: Grade 3

This document is designed to guide teachers through each component of the Achievement First Elementary School Math Curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

Table of Contents

Program Overview: Components of Achievement First's Mathematics Program	2
Potential Weekly and Daily Schedule Based on 90 Minutes*	2
Math Lesson Types	3
Math Practice and Cumulative Review	4
Math Reteach	4
Program Overview: Scope and Sequence Detail	4
Unit One: Multiplication, Division and Area 1	5
Unit Two: Time & Graphing	10
Unit Three: Addition, Subtraction, & Time	12
Unit Four: Measurement	15
Unit Five: Fractions	17
Unit Six: Length & Perimeter	22
Unit Seven: Multiplication, Division, & Area 2	25
Unit Eight: Story Problems	29
Unit Nine: Geometry	31

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts (<u>focus, coherence, rigor</u>) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

Day 1**	Day 2	Day 3	Day 4	Day 5
Math Lesson: 60 min	<u>Math Lesson:</u> 60 min	<u>Math Lesson:</u> 60 min	Math Lesson: 60 min	Reteach based on data: 45
Math Stories: 20 min	Math Stories: 20 min	Math Stories: 20 min	Math Stories: 20 min	min
<u>Practice:</u> 10 min	<u>Practice:</u> 10 min	<u>Practice:</u> 10 min	<u>Practice:</u> 10 min	<u>Math Stories</u> : 20 min <u>Practice:</u> 25 min

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	<u> </u>	Workshop	<u> </u>	Discussion		Independent Practice	<u> </u>	Closing & Exit Ticket
Component Purpose	Develop meaning through		Collaborative processing tim	Collaborative processing time to		Discuss thinking and work		Independent processing and	
	connection making and for	connection making and focus		continue to develop			internalization of prioritiza	d	day's learning and make
	student thinking on prioriti	ized	understanding of prioritize	ed	Workshop to clarify		concept and strategy		connections to big ideas
	concept and strategy		concept and strategy		lingering misconceptio	ns			of the unit
Component Timing	15-25 minutes		10 minutes		5 minutes		10-20 minutes		5 minutes

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	Understand	<u>D</u>	Exploration	<u>D</u>	Discussion		Extension	<u>D</u>	Evaluation
Component Purpose	Initial engagement by studen to visualize and understand tl task and what the solution requires	nts :he 1	Aligned to the problem solv approach, students leverag prior knowledge to develo test, and revise solution strategies	ing ge p,	Present understandin developed and strateg utilized during Explorati and make connections and name new concep and skills	ies ion, to ots	Time to apply acquired knowledge by building on c extending concepts and/or sł	or kills	Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes		10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

Component Name	Mixed Practice	<u> </u>	Discussion 🛛	Mixed Practice Continued
Component Purpose	Students practice targeted review independently		Students discuss one problem and common misconceptions or various solution strategies used mid-practice	Students practice targeted review independently
Component Timing	10 minutes		5 minutes	10 minutes

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

Component Name	Framing	<u> </u>	Error Analysis	<u> </u>	Aligned Practice	<u> </u>	Exit Ticket
Component Purpose	Frame includes cultur conversation about scor importance of conten malleable intelligence, perseverance	re res, t, or	Students analyze an example and ne example in order to clarify misconceptions and deepen understanding	on-	Practice engages students in continued thinking about growth area through solvir problems, analyzing work, and writing explanations	ng	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	3 minutes		10-12 minutes		15-20 minutes		5 minutes

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Multiplication, Division and Area 1¹

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action	
1	Equal Groups as Multiplication MWBAT represent equal groups with a multiplication number sentences that show the number of groups, the amount in each group, and the total.	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total	0	 In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.1, teachers should refer to Grade 3 Practice Workbook 	
2	Relate Multiplication to Arrays MWBAT represent arrays with multiplication number sentences that show the number of rows, the amount in each row, and the total.	number of objects can be expressed as 5 × 7.	0	for additional at-bats.	
3	Interpret the Meaning of Factors MWBAT explain the meaning of factors and products in multiplication equations by identifying the groups, amount in each group, and total.		0		
4	Write multiplication stories MWBAT write and solve multiplication stories using their understanding of multiplication as solving for a total of equal groups including groups and the amount in each group.		0		
5	Area as an Attribute MWBAT measure and compare the areas of shapes using standard and non-standard units and by accounting for gaps and overlaps.	 3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," 	0	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.C.6, teachers should refer to Grade 3 Practice Workbook 	
6	Compare Area by Decomposing and Recomposing Shapes MWBAT measure and compare the areas of shapes by counting the number of square units that cover the shape and accounting for unit size.	 a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 		for additional at-bats.	
7	Model Tiling to Measure Area MWBAT measure the area of shapes using grid paper by counting the number of square units within the boundaries of a shape and accounting for partial units.	3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	0		
8	Relate Side Length to tiles on a side MWBAT measure the area of a rectangle using multiplication by relating the side lengths of a	3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	0	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.C.7.a, teachers 	

¹ This work, "Unit 1," is inspired by "<u>Grade 3 Math Modules 1, 3, & 4</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit 1" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

0	rectangle to the array of square units that cover a rectangle.	a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used		should refer to Grade 3 Practice Workbook for additional at-bats.
9	Draw rows and columns to tile determine area; use multiplication equations MWBAT tile a shape given information about its side lengths and write a multiplication sentence that determines the shape's area.	 to measure area. b. A plane figure which can be covered without gaps or overlaps by <i>n</i> unit squares is said to have an area of <i>n</i> square units. 3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 	ο	
		3.MD.C.7.a Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.		
10	Unknown as Group Size Division MWBAT represent division situations where the amount in each group is unknown by drawing models and writing division number sentences.	3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8	ο	 In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.2 teachers should refer to Grade 3 Practice Workbook
11	Unknown as Number of Groups Division MWBAT represent division situations where the number of groups is unknown by drawing models and writing division number sentences.	shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	ο	 for additional at-bats. In order to ensure students get sufficient practice to move towards mastery of 3.OA.A.4, teachers should
12	Write division stories MWBAT write and solve division stories using their understanding of division as splitting a total equally to solve for the number of groups OR amount in each group.	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 \times ? = 48, 5 = \div 3, 6 \times 6 = ?.		refer to Grade 3 Practice Workbook for additional at-bats.
		3.0A.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples:</i> If $6 \times 4 = 24$ is known, then $4 \times 6 =$ 24 is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$ = 40 + 16 = 56. (Distributive property.) 3 OA B 6	0	

		Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32		
		when multiplied by 8.		
13	Interpret unknowns using arrays (use variable/symbols to represent the unknown) MWBAT describe an unknown quotient or factor in context as representing the same amount in related multiplication and division sentences.	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$,	0	
14	Division as unknown factor arrays/tape diagrams MWBAT represent multiplication and division situations with tape diagrams that describe the number of groups, amount in each group, and the total.	 6 × 6 = ?. 3.OA.B.5 Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) 3.OA.B.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. 	0	
15	Commutative & Associate Property with arrays MWBAT demonstrate the Commutative and Associative Properties of Multiplication by modeling arrays, writing multiplication sentences for arrays, and using arrays to find products. Zero and identity property MBWAT demonstrate the Zero and Identity Properties of Multiplication using models and	3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples:</i> If $6 \times 4 = 24$ is known, then $4 \times 6 =$ 24 is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) =$ 40 + 16 = 56. (Distributive property.)	0	
17	Multiplication and division sentences. Multiply with multiples of 10 (PV blocks and sticks and dots) MWBAT multiply by multiples of ten by using their understanding of place value, models, and a place value chart. Multiply by multiples of 10	3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	0	 In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.3, teachers should refer to Grade 3 Practice Workbook for additional at-bats.

	MWBAT multiply by multiples of ten by using their understanding of place value and basic multiplication facts.							
19	Unit Assessment		0					
Matk	Math Practice & Cumulative Poview							

Math Practice & Cumulative Review

Practice Workbook A

- 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.

During Unit One, teachers may opt to revisit some foundational 2nd Grade standards to support Grade 3 work. The following would be recommended standards to revisit from the AF Grade 2 Practice Workbook:

Practice Workbook B:

- 2.NBT.B.5 - Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Practice Workbook E:

- 2.NBT.B.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Unit 1.1
- Unit 1.2
- Unit 1.3
- Unit 1.4
- Unit 1.5

Unit Two: Time & Graphing²

Lesso	n Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Generate & Organize Data: Pictographs MWBAT generate and organize data by conducting a survey and displaying the data in a pictograph. MWBAT choose a key for their pictograph that best displays the data, using half symbols as needed by thinking about the relationships between the numbers in their data.	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in	0	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.B.3, teachers should refer to Grade 3 Practice Workbook for additional at-bats.
2	Collect & Organize Data – Tape Diagrams MWBAT display a data set by creating and labeling tape diagrams to represent values.	scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	0	
3	Create Scaled Bar Graphs MWBAT create scaled bar graphs by drawing bars to represent values based on a given scale and labeling all components.		0	
4	Collect & Display Data Project: MWBAT collect and display data by conducting a survey and creating a scaled picture graph and bar graph to show the results.		ο	
5	Solve 2-step Story Problems About Graphs – Day 1 MWBAT solve 1- and 2-step story problems about graphs by determining the information from the graph needed to solve and representing the problem with equations.		ο	
6	Solve 2-step Story Problems About Graphs – Day 2 MWBAT solve 1- and 2-step story problems about graphs by determining the information from the graph needed to solve and representing the problem with equations.		0	
7	Create Graphs and Questions Based on Graphs MWBAT display data using a picture graph and bar graph and generate 1-and 2-step questions about the data by considering different problem types and using the data in their graph.		0	
8	Unit Assessment		0	
		VIASSESSMENT ONE (post Unit 2)		
Math	Practice & Cumulative Review			

² This work, "Unit Two," is inspired by <u>"Grade 3 Module 6"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Practice Workbook A

- 3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.
- 3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned into equal shares of 8 objects each.

Friday Cumulative Review:

- Unit 2.1
- Unit 2.2

Unit Three: Addition, Subtraction, & Time³

Lesso	n Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action		
1	Round to Nearest Ten Vertical Number Line MWBAT round two- and three-digit numbers to the nearest ten using vertical number lines.	3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	ο	 In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.1, teachers 		
2	Round to Nearest Hundred Vertical Number Line MWBAT round three-digit numbers to the nearest hundred using vertical number lines.		0	should refer to Grade 3 Practice Workbook for additional at-bats.		
3	Round to Nearest Ten or Hundred MWBAT round whole numbers to the nearest ten or hundred by asking what two tens or hundreds the number is in between, and which ten or hundred it is closer to.		0			
4	Rounding Puzzles MWBAT solve problems involving estimation using their understanding of rounding and place value.		ο			
5	Add with Expanded Notation to Hundreds Place MWBAT add two- and three-digit numbers using add with expanded notation or a strategy that works for us.	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value,	ο	 In order to ensure students get sufficient practice to move towards mastery of 3.NBT.A.2, teachers 		
6	Add by Place to Hundreds Place MWBAT add two- and three-digit numbers using add by place or a strategy that works for us.	properties of operations, and/or the relationship between addition and subtraction.	0	should refer to Grade 3 Practice Workbook for additional at-bats.		
7	Add by Place Multiple Addends MWBAT add three or more numbers using a strategy that works best for them and the problem.		0			
8	Subtract with Expanded Notation to Hundreds Place MWBAT subtract two- and three-digit numbers using subtract with expanded notation or a strategy that works for us.		0			

³ This work, "Unit Three", is inspired by <u>"Grade 3 Module 2"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Three" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

9	Subtract with Number Line			
	MWBAT subtract two- and three-digit numbers using a		0	
	number line to count up or count back.			
10	Add Subtract Round in Word Problems			
	MWBAT compare estimates to exact sums or differences by		0	
	thinking about how rounding affects values and calculations.			
11	Time as continuous measurement	3.MD.A.1		 In order to ensure students get
	MWBAT measure amounts of time in seconds and minutes	Tell and write time to the nearest minute and		sufficient practice to move towards
	using stopwatches	measure time intervals in minutes. Solve word	0	mastery of 3.MD.A.1, teachers
	MWBAT solve problems about time using number lines to	problems involving addition and subtraction of		should refer to Grade 3 Practice
	represent time as a continuous measurement.	time intervals in minutes, e.g., by representing		Workbook for additional at-bats.
12	Tell Time to the Nearest Minute	the problem on a number line diagram.		
	MWBAT display and read times shown on clocks and number		0	
	lines by relating the minutes on a clock to a number line that		0	
	counts by 5s and 1s.			
13	Find Elapsed Time with Clocks			
	MWBAT solve problems about time within one hour using a		0	
	clock to count up or count back and by displaying their		0	
	solution with the appropriate units.			
14	Find Start, End, Elapsed Time with a Number Line-Day 1			
	MWBAT solve problems about elapsed time by counting up on		0	
	a number line in hour and minute intervals.			
15	Find Start, End, Elapsed Time with a Number Line-Day 2			
	MWBAT solve problems about elapsed time by counting up on		0	
	a number line in hour and minute intervals.			
16	Elapsed Time on a Time Line Exemplars			
	MWBAT solve problems with an unknown start, end or elapsed		0	
	time by representing and then solving with a timeline.			
17	Unit Assessment		0	
Math	Practice & Cumulative Review			

Practice Workbook A

- 3.MD.C.6 – Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

- 3.MD.C.7a – Find the area of a rectangle with whole-number side lengths by tiling it, and showing that the area is the same as would be found by multiplying side lengths.

Practice Workbook B

- 3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Practice Workbook E

- 3.MD.B.3 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

Friday Cumulative Review:	
- Unit 3.1	
- Unit 3.2	
- Unit 3.3	
- Unit 3.4	

Unit Four: Measurement⁴

Lesson Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action		
1 Measure and Estimate Mass MWBAT measure and estimate the weight of objects using standard units of mass (grams and kilograms) and by accurately reading a scale or using benchmark measures.	3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (I). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are	0	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.A.2, teachers should refer to Grade 3 Practice Workbook for additional at-bats. 		
2 Word Problems with Mass MWBAT solve problems about the actual or approximate mass of objects by visualizing, representing, and solving using all four operations and estimation.	given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	0			
3 Measure and Estimate Metric Capacity MWBAT measure and estimate liquid volumes using standard units of volume (liters and milliliters) and a vertical number line.		ο			
4 Mixed Word Problems with Mass and Capacity MWBAT solve problems about measurement by visualizing, representing, and solving using all four operations and estimation.		0			
5 Unit Assessment		0			
Math Practice & Cumulative Review	ERIM ASSESSMENT TWO (post Unit 4)				
Practice Workbook B					
 3.NBT.A.1 – Use place value understanding to round whole numbers to the nearest 10 or 100. 3.NBT.A.2 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. 					
Friday Cumulative Review:					

⁴ This work, "Unit Four," is inspired by <u>"Grade 3 Module 2"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Four" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Unit Five: Fractions ⁵

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Seeing parts and a whole / unit fractions – Concrete MWBAT identify and represent unit fractions using models, pictures and fraction notation.	3.NF.A.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned	0	 In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.1, teachers should
2	Seeing parts and a whole / unit fractions - Fraction Strips MWBAT identify and represent unit fractions using models, pictures and fraction notation.	into <i>b</i> equal parts; understand a fraction <i>a/b</i> as the quantity formed by <i>a</i> parts of size 1/ <i>b</i> .	ο	refer to Grade 3 Practice Workbook for additional at-bats.
3	Partition a Whole into Equal Parts / unit fractions - Pictorial MWBAT create and name unit fractions by partitioning wholes into equal parts.		ο	
4	Identify and Represent Non-Unit Fractions – Concrete MWBAT identify and represent non-unit fractions using models, pictures and fraction notation.		0	
5	Identify and Represent Non-Unit Fractions MWBAT identify and represent non-unit fractions using pictures, words, and numbers.		0	
6	Identify and Represent Fractions Greater than One Whole MWBAT identify and represent fractions equal to or greater than 1 whole using concrete and pictorial models.		ο	
7	Compare Fractions with the Same Numerator MWBAT compare fractions by reasoning about their size using fraction strips and fraction models.	3.NF.A.3.d Explain equivalence of fractions in special cases and compare fractions by reasoning about their	ο	 In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.3.d, teachers
8	Compare Fractions with the Same Denominator MWBAT compare fractions with the same denominator by reasoning about the number of parts using fraction strips and fraction models.	size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that	0	should refer to Grade 3 Practice Workbook for additional at-bats.
9	Compare Fractions with Different Size Wholes MWBAT identify that a shape with shaded parts can represent different fractions depending on the whole that is designated.	comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	ο	
10	Place Unit Fractions on the Number Line MWBAT place fractions on a number line between 0 and 1 by partitioning the line into equal intervals and labeling endpoints.	3.NF.A.2 Understand a fraction as a number on a number line diagram. a. Represent a fraction 1/ b on a number line	0	 In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.2, teachers should refer to Grade 3 Practice Workbook
11	Place Any Fraction on the Number Line	diagram by defining the interval from 0 to 1 as the	0	for additional at-bats.

⁵ This work, "Unit Five," is inspired by <u>"Grade 3 Module 5"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and "<u>enVision</u>" by Pearson. Achievement First does not own the copyright in "Unit Five" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

12	 MWBAT identify and represent fractions on a number line between 0 and 1 by partitioning the line into equal intervals and labeling endpoints. Place Whole Number (and more than a whole) Fractions on the Number Line MWBAT identify and represent fractions equal to and between whole numbers on a number line by labeling whole number fractions and partitioning the wholes into equal intervals. Mixed Practice Placing Fractions on a Number Line MWBAT identify and represent fractions equal to and between whole numbers on a number line by labeling whole number fractions and partitioning the wholes into equal intervals. 	 whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 	0	
14	Compare Fractions on a Number Line MWBAT compare fractions on a number line by reasoning about the fractions' distance from 0.	 3.NF.A.2 Understand a fraction as a number on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.A.3.a,c,d Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. c. Express whole numbers as fractions, and recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or 	Ο	 In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.2 and 3.NF.A.3c-d, teachers should refer to Grade 3 Practice Workbook for additional at- bats.

	<, and justify the conclusions, e.g., by using a visual fraction model.		
15 Equivalent Fractions with Different Shapes MWBAT recognize parts of a whole as equivalent if they are the same size and not just the same shape.	 3.NF.A.3.b Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. 	0	 In order to ensure students get sufficient practice to move towards mastery of 3.NF.A.3b, teachers should refer to Grade 3 Practice Workbook for additional at-bats.
16 Equivalent Fractions on a Number Line MWBAT identify equivalent fractions on the number line by partitioning the line into equal parts and finding fractions that are located on the same point.	3.NF.A.3.a-c Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	0	
17 Create Equivalent Fractions using Number Lines MWBAT generate equivalent fractions by creating more or fewer equal parts/intervals in a model/number line.	 a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.</i> 	0	
18 Whole Numbers as Fractions on a Number Line MWBAT express whole numbers as fractions by recognizing the number of parts the whole is split into as the denominator and the number of parts described as the numerator.	 3.NF.A.3.c Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. 	ο	
19 Unit Assessment		0	
Math Practice & Cumulative Review			
Practice Workbook B 3.NBT.A.1 – Use place value understanding to round whole r 3.NBT.A.2 – Eluently add and subtract within 1.000 using str 	numbers to the nearest 10 or 100.	es of operat	tions and/or the relationship between

addition and subtraction.
3.MD.A.1 – Understand time to the nearest minute.

Practice Workbook C

- 3.MD.A.2 – Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.

- Unit 5.1
- Unit 5.2
- Unit 5.3
- Unit 5.4
- Unit 5.5

Unit Six: Length & Perimeter ⁶

Les	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Create Ruler and Measure to Nearest Quarter-Inch MWBAT create a ruler that measures to the quarter-inch by partitioning equal inch intervals and use that ruler to measure lengths.	3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a	0	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.B.4, teachers should refer to Grade 3 Practice
2	Measure with Broken Ruler MWBAT identify the length of an object by counting whole inches and fractions of an inch on a broken ruler.	line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters	0	Workbook for additional at-bats.
3	Measure with a Ruler to Quarter inch MWBAT measure the length of an object to the nearest quarter-inch using a ruler and applying understandings of whole numbers and fractions.		0	
4	Interpret Measurement Data from a Line Plot MWBAT interpret the data displayed in a line plot by reading the title and labels to understand what information the graph is displaying.		0	
5	Create Line Plots MWBAT create line plots to represent data by writing a title and labels, completing a number line with the values represented, and using X's to plot values on the line.		0	
6	Measure Create a Line Plot and Interpret Data MWBAT generate measurement data by measuring objects to the nearest quarter-inch. MWBAT create line plots to display the data and ask and answer questions to interpret plots.		0	
7	Find Perimeter Using String MWBAT recognize and measure the perimeter of shapes using string to find the length around the outside/boundary of the shape.	3.MD.D.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different	o	 In order to ensure students get sufficient practice to move towards mastery of 3.MD.D.8, teachers should refer to Grade 3 Practice Workbook for additional at-bats.
8	Determine Perimeter All Sides Known MWBAT determine the perimeter of a shape by adding the lengths of all sides of the shape.	areas or with the same area and different perimeters.	0	
9	Determine Perimeter with Unknown Sides Simple Shapes		0	

⁶ This work, "Unit Six," is inspired by <u>"Grade 3 Module 7"</u> and <u>"Grade 3 Module 6"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Six" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

	MWBAT determine the perimeter of a common shape, using standard units, by thinking about the attributes of given shapes and how sides relate to one another.				
10	Determine Perimeter with Unknown Sides Complex Shapes MWBAT calculate the perimeter of irregular shapes by determining the lengths of missing sides using the attributes of the shape and the given side lengths.		0		
11	Same Perimeter Different Area MWBAT draw conclusions about the difference between area and perimeter by exploring the area of shapes that have the same perimeter but different dimensions.		0		
12	Same Area Different Perimeter MWBAT draw conclusions about the difference between area and perimeter by exploring the perimeter of shapes that have the same area but different dimensions.		0		
13	Unit Assessment		0		
Ma	Math Practice & Cumulative Review				

Practice Workbook D

- 3.NF.A.1 – Understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by one part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.

- 3.NF.A.2 – Understand a fraction denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.

- 3.NF.A.3b – Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = 2/4$, $\frac{4}{6} = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

- Unit 6.1
- Unit 6.2
- Unit 6.3

Unit Seven: Multiplication, Division, & Area 2⁷

Lesson I	Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	 Patterns with 2, 5, and 10 MWBAT multiply with 2, 5, and 10 as factors by identifying patterns in the ones place of products and applying these patterns to check the reasonableness of a solution. Patterns with 9 MWBAT multiply with 9 as a factor by identifying patterns and applying these patterns to skip-count and check the reasonableness of a solution. Patterns with 2, 4, and 8 MWBAT multiply with 2, 4 and 8 as factors by using doubling. Patterns with 3 and 6 MWBAT multiply with 3 and68 as factors by using doubles. 	 3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. 3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 	Ο	 In order to ensure students get sufficient practice to move towards mastery of 3.OA.C.7, teachers should refer to Grade 3 Practice Workbook for additional at-bats.
2	Arrays and the Distributive Property MWBAT solve multiplication problems using the distributive property to break facts into parts and combine the products of these parts to find the original product.	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For	0	
3	Distributive Property Problems with all Digits as Factors	example, observe that 4 times a number is always	0	
	MWBAT solve multiplication problems using the	even, and explain why 4 times a number can be		
	distributive property to break facts into parts and combine the products of these parts to find the original product	decomposed into two equal addends.	0	
4	Write Multiplication Stories	3.OA.A.3		
	MWBAT write multiplication stories to describe abstract	Use multiplication and division within 100 to solve	ο	
	situations with equal groups.	word problems in situations involving equal		
5	Write Division Stories	groups, arrays, and measurement quantities, e.g.,	0	

⁷ This work, "Unit 7," is inspired by "<u>Grade 3 Math Modules 1, 3, & 4</u>" EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit 7" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

	MWBAT write division stories to describe a situation	by using drawings and equations with a symbol		
	where either the number of groups or the amount in each	for the unknown number to represent the		
	group is unknown.	problem.		
6	Understand Parentheses and Use to Solve			
	MWBAT demonstrate and explain how the place of the	3.OA.C.7		
	parentheses in an equation can change the solution.	Fluently multiply and divide within 100, using		
		strategies such as the relationship between		
		multiplication and division (e.g., knowing that 8 ×		
		$5 = 40$, one knows $40 \div 5 = 8$) or properties of		
		operations. By the end of Grade 3, know from		
		memory all products of two one-digit numbers.		
		3 04 B 5		
		Apply properties of operations as strategies to	0	
		multiply and divide <i>Examples</i> : If $6 \times 4 = 24$ is		
		known, then $4 \times 6 = 24$ is also known.		
		(Commutative property of multiplication.) $3 \times 5 \times$		
		2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or		
		by 5 × 2 = 10, then 3 × 10 = 30. (Associative		
		property of multiplication.) Knowing that 8 × 5 =		
		40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2)		
		= (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive		
		property.)		
7	Determine Area by Composing Rectangles	3.OA.B.5		 In order to ensure students get
	MWBAT determine the area of larger rectangles composed	Apply properties of operations as strategies to	0	sufficient practice to move towards
	of separate, smaller rectangles using multiplication and	multiply and divide. <i>Examples: If 6</i> × 4 = 24 is	U	mastery of 3.MD.7.b-d, teachers
	addition.	known, then 4 × 6 = 24 is also known.		should refer to Grade 3 Practice
8/9	Distributive Property to Find Area of Large Rectangles	(Commutative property of multiplication.) $3 \times 5 \times$		Workbook for additional at-bats.
	MWBAT determine the area of rectangles using the	2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or	0	
	distributive property to break apart the larger rectangles	by 5 × 2 = 10, then 3 × 10 = 30. (Associative	Ū	
	into smaller arrays of square units.	property of multiplication.) Knowing that 8 × 5 =		
10	Area and Distributive Property Story Problems	40 and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2)$		
	MWBAT solve story problems by using the distributive	$= (8 \times 5) + (8 \times 2) = 40 + 16 = 56.$ (Distributive	0	
	property.	property.)		
11	Identifying Unknown Side Lengths of Rectilinear Shapes		-	
	MWBAT identify the unknown side length of a rectilinear	5.IVID./.D-Q Polate area to the energians of multiplication	0	
12	snape by reasoning with their knowledge of geometry.	and addition		
12	Area of Rectilinear Shapes	h Multiply side longths to find areas of		
	WWBAT determine the area of rectilinear shapes by	rectangles with whole number side lengths in	•	
	decomposing the snapes into squares and rectangles	the context of solving real-world and	0	
	whose area can be found using multiplication and then	mathematical problems and represent whole-		
	compining these areas.	mathematical problems, and represent whole-		

13	Area of Rectilinear Shapes- Subtracting the Cut Out MWBAT find the area of a rectilinear shape by thinking about the shape as a large rectangle with a rectangular cut out.	number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side	0	
14	Area of Rectilinear Shapes- Mixed Practice MWBAT find the area of rectilinear shapes by choosing an appropriate strategy.	lengths <i>a</i> and <i>b</i> + <i>c</i> is the sum of <i>a</i> × <i>b</i> and <i>a</i> × <i>c</i> . Use area models to represent the distributive property in mathematical reasoning.	0	
15	Flex	d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	0	
16	Unit Assessment		0	• On the Unit 7 assessment, Problem 4 requires students to solve 5+(8x3), which is aligned to 5.OA.A.1. This item should be removed or used for extension purposes only.

Math Practice & Cumulative Review

Practice Workbook D

- 3.NF.A.2 Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.
- 3.NF.A.3b Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = 2/4$, $\frac{4}{6} = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- 3.NF.A.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- 3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or < and justify the conclusions e.g., by using a visual fraction model.

Practice Workbook D

- 3.MD.D.8 - Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

- Unit 7.1
- Unit 7.2
- Unit 7.3
- Unit 7.4

Unit Eight: Story Problems⁸

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Patterns in the Addition Table	3.OA.D.9		
	MWBAT use addend-addend sum tables to model addition	Identify arithmetic patterns (including patterns in	0	
	patterns and explain why patterns make sense.	the addition table or multiplication table), and		
2	Patterns in the Multiplication Table	explain them using properties of operations. For		
	MWBAT identify and describe patterns in the multiplication and	example, observe that 4 times a number is always	0	
	division table and why they work.	even, and explain why 4 times a number can be		
3	Constant Rate of Change	decomposed into two equal addends.		
	MWBAT solve problems involving a constant rate of change by		0	
	thinking about the start amount and the change amount.			
4	Mixed Patterns		0	
	MWBAT find and describe patterns and explain why they work.		U	
5	Two-Step Story Problems All Four Operations	3.OA.D.8		
	MWBAT solve two-step story problems by representing and	Solve two-step word problems using the four	0	
	solving all parts of the problem to answer the big question	operations. Represent these problems using	Ū	
	using letters to represent the unknown.	equations with a letter standing for the unknown		
6	Two-Step Story Problems Day 2	quantity. Assess the reasonableness of answers		
	MWBAT solve two-step story problems by representing and	using mental computation and estimation	0	
	solving all parts of the problem to answer the big question	strategies including rounding.	•	
	using letters to represent the unknown.			
7	Two-Step Story Problems Day 3 Multiples of Ten			
	MWBAT solve two-step story problems by representing and		0	
	solving all parts of the problem to answer the big question		Ū	
	using letters to represent the unknown.			
8	Two-Step Story Problems – Area and Perimeter			
	MWBAT solve multi-step problems involving area and		0	
	perimeter by applying their understanding of these		Ū	
	measurement concepts to real-world situations.			
9	Unit Assessment			• On the Unit 8 assessment, Problem 2
				is a two-step word problem that
				requires students to multiply beyond
				100. The Grade 3 standards require
			0	students to multiply within 100 and
				therefore this item should be
				removed or used for extension
				purposes only.
l		1		

⁸ This work, "Unit Eight," is inspired by <u>"Grade 3 Module 7"</u> EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Eight" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Math Practice & Cumulative Review					

Practice Workbook F

- 3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that 8 x 5 =40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.
- 3.MD.C.7b Multiply side lengths to find the areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular area in mathematical reasoning.

- Unit 8.1
- Unit 8.2

Unit Nine: Geometry ⁹

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action			
1	Define and Classify Polygons Based on Attributes MWBAT identify and describe different attributes of polygons by observing their sides and angles. MWBAT classify polygons based on the number of sides and angles.	3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category	ο	 In order to ensure students get sufficient practice to move towards mastery of 3.G.A.1, teachers should refer to Grade 3 Practice Workbook for additional at-bats. 			
2	Classifying quadrilaterals MWBAT identify and classify quadrilaterals based on their attributes (sides and angles).	(e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of	ο				
3	Comparing quadrilaterals MWBAT compare and draw quadrilaterals based on their attributes (sides and angles).	quadrilaterals that do not belong to any of these subcategories.	0				
5	Analyzing quadrilaterals MWBAT analyze quadrilaterals by deciding whether or not their attributes make them part of another category.		ο				
6	Unit Assessment		0				
Ma	۸ *optic* th Practice & Cumulative Review	NOCK ASSESSMENT (post new content) onal* INTERIM ASSESSMENT 4 (end of year)					
 Practice Workbook F 3.OA.C.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that 8 x 5 =40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers. 3.MD.C.7c – Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. 3.G.A.1 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. 							
Fric	Friday Cumulative Review: - Unit 9.1 - Unit 9.2						

⁹ This work, "Unit Nine," is inspired by <u>"Grade 3 Module 7"</u> EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and "<u>enVision</u>" by Pearson. Achievement First does not own the copyright in "Unit Nine" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Guide to Implementing AF Math: Grade 4

This document is designed to guide teachers through each component of the Achievement First Elementary School math curriculum. It gives an overview of the program as a whole and then each component individually. It includes the purpose of each component and suggested ways to implement them within to school day and week.

In this document you will also find the daily lesson standards, lesson aims, and review standards for each unit throughout the year. It is noted throughout the document whether the lesson or review material is on grade level and any resources used.

Table of Contents

Program Overview: Components of Achievement First's Mathematics Program	2
Potential Weekly and Daily Schedule Based on 90 Minutes*	2
Math Lesson Types	3
Math Practice and Cumulative Review	4
Math Reteach	4
Program Overview: Scope and Sequence Detail	4
Unit One: Multiplication & Division 1	5
Unit Two: Place Value	7
Unit Three: Addition & Subtraction	9
Unit Four: Multiplication & Division 2	10
Unit Five: Story Problems 1	13
Unit Six: Fractions	14
Unit Seven: Decimals	18
Unit Eight: Story Problems 2	20
Unit Nine: Geometry	21
Unit Ten: Angle Measurement	22

Program Overview: Components of Achievement First's Mathematics Program

Our program aims to see the mathematical practices come to life through the shifts (<u>focus, coherence, rigor</u>) called for by the standards. For students to engage at equal intensities weekly with all 3 tenets, we structured our program into three main daily components Monday-Thursday: Math Lesson, Math Stories and Math Practice. Additionally, students engage in Math Cumulative Review and strategic data based reteach each Friday in order for scholars to achieve the fluencies and procedural skills required. See the diagram below followed by each Category Overview for more information.



Potential Weekly and Daily Schedule Based on 90 Minutes*

Day 1**	Day 2	Day 3	Day 4	Day 5
Math Lesson: 60 min	Math Lesson: 60 min	<u>Math Lesson:</u> 60 min	Math Lesson: 60 min	Reteach based on data: 45
Math Stories: 20 min	Math Stories: 20 min	Math Stories: 20 min	Math Stories: 20 min	min
				Math Stories: 20 min
Practice: 10 min	Practice: 10 min	Practice: 10 min	Practice: 10 min	Practice: 25 min

* If a school has less than 90 minutes of math, then component minutes can be adjusted.

**The daily schedule does not have to follow this particular order and can be moved around to best suit the daily schedule at the school.

Math Lesson Types

Exercise Based Lesson

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	<u>></u>	Workshop	→	Discussion	\rightarrow	Independent Practice 🔶	Closing & Exit Ticket
Component Purpose	Develop meaning through connection making and foc student thinking on prioritiz concept and strategy	h :us zed	Collaborative processing tim continue to develop understanding of prioritize concept and strategy	e to ed	Discuss thinking and w completed during Workshop to clarify lingering misconceptic	ork v ons	Independent processing and internalization of prioritized concept and strategy	Summarize and assess day's learning and make connections to big ideas of the unit
Component Timing	15-25 minutes		10 minutes		5 minutes		10-20 minutes	5 minutes

Task Based Lesson

Purpose:

- Students make sense of the mathematics they've learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	<u>Understand</u>	Exploration	\rightarrow	Discussion	\rightarrow	Extension	\rightarrow	Evaluation
Component Purpose	Initial engagement by student to visualize and understand th task and what the solution requires	Aligned to the problem solv approach, students levera prior knowledge to develo test, and revise solution strategies	ving ge op,	Present understandir developed and strateg utilized during Explorat and make connections and name new concep and skills	ies ion, to ots	Time to apply acquired knowledge by building on extending concepts and/or s	or kills	Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes	10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Math Practice and Cumulative Review

Purpose: To facilitate the making of connections and build fluency or solidify understandings of the skills and concepts students have acquired throughout the week and to strategically revisit concepts.

Component Name	Mixed Practice	<u>></u>	Discussion	<u>→</u>	Mixed Practice Continued		
Component Purpose			Students discuss one problem a	nd	Students practice targeted review		
	Students practice targeted review independent	у	common misconceptions or vario	bus	Students practice targeted review		
			solution strategies used mid-prac	tice	independently		
Component Timing	10 minutes		5 minutes		10 minutes		

Math Reteach

Purpose: To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of the concepts. Lessons are devoted to concepts and skills for which many students have previously demonstrated unacceptable levels of mastery.

Component Name	Framing	\rightarrow	Error Analysis	\rightarrow	Aligned Practice	\rightarrow	Exit Ticket
Component Purpose	Frame includes cultur conversation about sco importance of conter malleable intelligence, perseverance	re res, nt, or	Students analyze an example and n example in order to clarify misconceptions and deepen understanding	on-	Practice engages students in continued thinking about growth area through solvi problems, analyzing work, and writing explanations	ng	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	3 minutes		10-12 minutes		15-20 minutes		5 minutes

Program Overview: Scope and Sequence Detail

The rest of this document is designed to help teachers identify the standards on which each lesson within a unit is focused, whether on grade level or not. You will find the daily lesson aims within each unit and the standards addressed within that lesson. Not every lesson is entirely focused on grade level standards, and, therefore, some lessons can be used for either remediation or enrichment. This will be denoted within each unit with an R (remediation), O (on grade level) or E (enrichment). Furthermore, an asterisk is used to denote a standard that is not addressed in its entirety in that single lesson.

This document can be used to further inform teachers about how to ensure scholars have sufficient practice with all of the Common Core State Standards. Standards or parts thereof that are bolded are addressed within a lesson but with limited exposure. It is recommended that teachers supplement the lessons addressing these standards by using the AF Practice Workbooks to ensure mastery for all students. Recommendations for when to revisit these standards during Math Practice and Friday Cumulative Review are noted in the Practice section of each unit.

Unit One: Multiplication & Division 1^i

Lesso	n Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action		
1 2 3 4	MultiplesSWBAT define and identify multiples of certain numbers by skip-counting and using multiplication facts.Factors and multiplesSWBAT define and identify factors of certain numbers by thinking of multiplication facts and arrays.Factor using rainbowsSWBAT find all factors of a given number by creating factor rainbows.Factor Pairs/Determining Prime or Composite SWBAT identify numbers as prime and composite by listing factor pairs and using factor rainbows, and determining the number of factor pairs a given number has.	4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	O	 In order to ensure students get sufficient practice to move towards mastery of 4.OA.B.4, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 		
5	Multiplicative Compare with Larger Unknowns SWBAT understand the meaning of multiplicative language and represent and solve multiplicative compare problems involving multiplication by annotating and labeling word problems and creating visual representations (MC-LU). Multiplicative Compare with Smaller Unknowns	4.OA.A.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.		 In order to ensure students get sufficient practice to move towards mastery of 4.OA.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 		
	SWBAT interpret, represent and solve multiplicative compare problems involving division by annotating and labeling word problems and creating visual representations (MC-SU).	4.0A.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to				
7	Multiplicative Compare with all problem types and symbols for unknowns SWBAT represent and solve all types of multiplicative compare problem types by annotating as needed and labeling word problems and creating visual representations (MC-LU, MC-SU, and MC-MU). SWBAT write equations with variables to represent all types of multiplicative compare problems. Multiplicative Compare with all problem types and symbols for unknowns	represent the problem, distinguishing multiplicative comparison from additive comparison.	ο			
	SWBAT interpret multiplication equations as multiplicative compare statements by replacing symbols with words.					
9	Record, Identify, and Extend Patterns and Relationships	4.OA.C.5 Generate a number or shape pattern that follows a	0	In order to ensure students get		

10	SWBAT determine the rules and apply that rule to extend the pattern by finding the repeated relationship between consecutive terms in the pattern. SWBAT find the rules and fill in tables based on the rule by finding the repeated relationship between pairs of numbers in tables. SWBAT record mathematical observations about patterns by using knowledge of number patterns and asking themselves, "how do these numbers relate to one another?" Extend and Record observations of patterns with a	given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.		sufficient practice to move towards mastery of 4.OA.C.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats.
	focus on Geometric Patterns SWBAT identify and extend various types of patterns including geometry patterns by noticing consistencies and repetitions in their observations and recording using an organized method (tables, charts, etc.). SWBAT describe observations and rules about patterns by using mathematical vocabulary and explaining the relationship between terms in the patterns.			
11	Unit Assessment		0	
Math	Practice & Cumulative Review			

Practice Workbook A

- 4.OA.A.1 Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.
- 4.OA.B.4 Using whole numbers in the range 1-100, find all factor pairs for a given whole number, recognize that a given whole number is a multiple of each of its factors, determine whether a given whole number is a multiple of a given one-digit number, and determine whether a given whole number is prime or composite.

During Unit One, teachers may opt to revisit some foundational 3rd Grade standards to support Grade 4 work. The following would be recommended standards to revisit from the AF Grade 3 Practice Workbook:

Practice Workbook A

- 3.OA.A.4 – Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Practice Workbook B

- 3.NBT.A.1 – Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Practice Workbook F

- 3.OA.C.7 – Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division, (e.g., knowing that 8 x 5 =40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.

- Unit 1.1
- Unit 1.2

Unit Two: Place Value ⁱⁱ

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Manipulate and express numbers in a variety of forms using 1,000 book SWBAT count by hundreds up to 1,000 and identify hundreds that come between by creating a 1,000 book. SWBAT write numbers through 9,999 in standard, expanded and written form by thinking about place value and saying numbers out loud. SWBAT identify a result of changing the amount in a given place value of a number by using place value strategies rather than addition/subtraction strategies.	4.NBT.A.2 Read and write multi-digit whole numbers using base- ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NBT.A.1 and 4.NBT.A.2, teachers should refer to the Grade 4 Practice Workbook for additional at- bats.
2	Express numbers up to hundred-thousand place in standard, expanded, and written form SWBAT write numbers through 999,999 in standard, expanded and written form by using place value blocks, drawings, place value charts, and saying numbers out loud. SWBAT convert between numbers through 999,999 written in standard, written, and expanded form as well as in place value charts and with non-standard partitioning by thinking about place value.			
3	Non-standard partitioning in the thousands SWBAT convert between non-standard partitioning and expanded, standard and written form of numbers by thinking about exchanging groups of 10 for the next largest place value and decomposing numbers. Non-Standard Partitioning Day 2	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.		
	SWBAT evaluate many forms of numbers in non-standard partitioning and find various ways to show the same numbers by thinking about place value and decomposing/composing numbers to create values equal to a given number.	4.NBT.A.2 Read and write multi-digit whole numbers using base- ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	0	
5	 Place Value Relationships: Ten Times Greater SWBAT describe the relationship between place values by using multiplicative compare language and thinking about how many of a smaller place value they need to create 1 new larger place value. Apply Ten Times Greater Place Value Relationship to Problems 	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	ο	

	SWBAT solve equations by applying their understanding of			
	the ten times relationship between place values.			4
7	Compare and Order Numbers through the Hundred-	4.NBT.A.2		
	Thousands Place	Read and write multi-digit whole numbers using base-		
	SWBAT compare and order numbers through 999,999 by	ten numerals, number names, and expanded form.	0	
	thinking about the value of the digit in each place.	Compare two multi-digit numbers based on meanings	0	
		of the digits in each place, using >, =, and < symbols to		
		record the results of comparisons.		
8	Round Numbers to the Thousands Place	4.NBT.A.3		In order to ensure students get
	SWBAT round numbers through 999,999 to the nearest	Use place value understanding to round multi-digit		sufficient practice to move towards
	ten, hundred or thousand by using number lines.	whole numbers to any place.		mastery of 4.NBT.A.3, teachers
9	Round Numbers to the Hundred-Thousands Place			should refer to the Grade 4 Practice
	(Extension of Day 1)			Workbook for additional at-bats.
	SWBAT round numbers through 999,999 to the nearest			
	ten, hundred, thousand, ten thousand or hundred			
	thousand by using number lines and considering the two			
	numbers their number to round is between and rounding		0	
	up or down.		0	
10	Use rounding to estimate sums and differences			
	SWBAT fluently round numbers through 999,999 to place			
	values through the hundred thousands and explain how			
	they rounded by using number lines and thinking about			
	place value.			
	SWBAT estimate sums and differences to equations with			
	numbers in the hundred-thousands by rounding and then			
	adding/subtracting using a variety of strategies.			
11	Unit Assessment			
Mat	h Practice & Cumulative Review			

Practice Workbook A

- 4.OA.C.5 - Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Practice Workbook B

- 4.NBT.A.1 Generalize place value understanding for multi-digit whole numbers. Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in a place to its right.
- 4.NBT.A.2 Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
- 4.NBT.A.3 Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000 to any place.

- Unit 2.1
- Unit 2.2
- Unit 2.3

Unit Three: Addition & Subtraction iii

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action			
1	Add Numbers with Expanded Form SWBAT calculate sums with addends in the hundred thousands by using expanded notation addition.	3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	R	 This lesson focuses on the review of 3.NBT.A.2, and therefore teachers may opt to skip it or use it for remedial purposes. 			
2	Standard Algorithm for Addition SWBAT calculate sums with addends through the hundred-thousands by using the standard algorithm.	4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.		 In order to ensure students get sufficient practice to move towards mastery of 4.NBT.A.4, teachers 			
3	Subtract Expanded Form and Visual Models SWBAT calculate differences with addends in the hundred thousands by using expanded notation subtraction and relating it to pictures of place value blocks.			should refer to the Grade 4 Practice Workbook for additional at-bats.			
4	Standard Algorithm for Subtraction SWBAT calculate differences through the hundred- thousands by using the standard algorithm for subtraction.		0				
5	Standard Algorithm for Subtraction Across Zeros SWBAT calculate differences when required to regroup across several zeros by using the standard algorithm.						
6	Mixed Addition & Subtraction Practice (Error Analysis) SWBAT accurately and fluently solve addition and subtraction equations with numbers through the hundred thousands using the standard algorithm.						
7	Unit Assessment		0				
INTERIM ASSESSMENT ONE (post Unit 3) Math Practice & Cumulative Review							
 Practice Workbook B 4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit whole numbers based on the meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. Practice Workbook C 4.NBT.A.4 – Use place value understanding to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers with sums less than or equal to 1,000,000 using the standard algorithm. 							
Friday Cumulative Review							

- Unit 3.1
- Unit 3.2

Unit Four: Multiplication & Division 2^{iv}

Lesson Number and Daily Aim		Standard(s) in Lesson	Action	Notes/Rationale for Action	
1 2 3	Determine Area & Perimeter using FormulasSWBAT solve for the area and perimeter of rectangles using formulas when problems explicitly and implicitly ask for area of perimeter with 2 sides lengths given.Determine Area & Perimeter by Decomposing Rectilinear Figures into rectanglesSWBAT solve for the area and perimeter of rectilinear figures by decomposing them into smaller rectangles and adding all the sides.Determine Unknown Side Length Using Area Formula SWBAT find the unknown side length of a rectangle with a 	4.MD.A.3 Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.MD.A.3, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 	
	multiplication.				
4	Multiply by multiples of 10 and 100 SWBAT multiply by multiples of ten by using place value knowledge, changing the place values of digits, and recognizing patterns and rules in the amount of zeroes added to products.	4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		 In order to ensure students get sufficient practice to move towards mastery of 4.NBT.B.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 	
5	Multiply 1-digit by 2 & 3-digit factors: Concrete SWBAT solve 2x1 and 3x1 multiplication problems by using place value blocks (arrays) and pictures of place value blocks to build arrays and then adding up the partial products.				
6	Multiply 1-digit by 2 & 3-digit factors: Pictorial & Area Model SWBAT solve 2x1, 3x1, and 4x1 multiplication problems by using pictures of place value blocks (array) and the area model to represent the problem and then adding up the partial products.		ο		
7	Multiply 2-digit by 2-digit factors: Concrete & Pictorial SWBAT solve 2x2 multiplication problems by using pictures of place value blocks (array) to represent the problem and then adding up the partial products.				
8	Multiply 2-digit by 2-digit factors: Area Model SWBAT solve 2x2 multiplication problems by using the area model to represent the problem (starting with a grid drawn to scale) and then adding up the partial products.				
9	Multiply 1-digit by up to 4-digit and 2-digit by 2-digit factors using the Area Model				
	SWBAT solve 2/3/4x1 and 2x2 multiplication problems by				
----	---	---	---	---	--------------------------------------
	using the area model to represent the problem and then				
	adding up the partial products.				
10	Divide by multiples of 10/100/1000	4.NBT.B.6		•	In order to ensure students get
	SWBAT divide by multiples of 10 when the basic fact divides	Find whole-number quotients and remainders with			sufficient practice to move towards
	evenly by using place value knowledge and the changes in	up to four-digit dividends and one-digit divisors,			mastery of 4.NBT.B.6, teachers
	place values.	using strategies based on place value, the properties			should refer to the Grade 4 Practice
11	Divide up to 4-digit dividends by 1-digit divisors: Concrete	of operations, and/or the relationship between			Workbook for additional at-bats.
	SWBAT divide 2- 3- and 4-digit dividends by 1 digit divisors	multiplication and division. Illustrate and explain the			
	using place value blocks and sharing to represent the	calculation by using equations, rectangular arrays,			
	problem.	and/or area models.			
12	Divide up to 3-digit dividends by 1-digit divisors: Pictorial				
	SWBAT divide 2 and 3-digit dividends by 1 digit divisors				
	using pictorial or abstract sharing division by relating the				
	place value blocks to the pictures to the values/words.				
13	Divide up to 4-digit dividends by 1-digit divisors: Pictorial				
	SWBAT divide 2, 3 and 4-digit dividends by 1 digit divisors		0		
	using pictorial or abstract sharing division by relating the		0		
	place value blocks to the pictures/values/words.				
14	Divide up to 2-digit dividends by 1-digit divisors: Area				
	Model				
	SWBAT divide 2- digit dividends by 1-digit divisors using the				
	area model for division (as finding side length) by relating it				
	to the area model for multiplication and thinking about				
	missing factors.				
15	Divide up to 4-digit dividends by 1-digit divisors: Area				
	Model				
	SWBAT divide 4- digit dividends by 1-digit divisors using the				
	area model for division (as finding side length) by relating it				
	to the area model for multiplication and thinking about				
	missing factors.				
16	Customary and metric length	4.MD.A.1		•	In order to ensure students get
	SWBAT articulate the customary and metric units of length	Know relative sizes of measurement units within one	0		sufficient practice to move towards
	and use benchmarks to describe their relative size and	system of units, including: ft, in; km, m, cm; kg, g; lb,	-		mastery of 4.MD.A.1, teachers
	ratio.	oz.; l, ml; hr, min, sec. Within a single system of		-	should refer to the Grade 4 Practice
17	Customary and metric capacity	measurement, express measurements in a larger unit			Workbook for additional at-bats.
	SWBAT articulate the customary and metric units of	in terms of a smaller unit. For example, know that 1	0		
	capacity and use benchmarks to describe their relative size	ft is 12 times as long as 1 in. Express the length of a 4	-		
	and ratio.	ft snake as 48 in. Generate a conversion table for feet			
18	Customary and metric weight/mass	ana incres listing the number pairs (1, 12), (2, 24), (3,			
	SWBAT articulate the customary and metric units of	<i>30],</i>	Ο		
	weight/mass and use benchmarks to describe their relative				
	size and ratio.				

19	Conversion tables length, weight, capacity		The standard only requires						
	SWBAT use ratios and tables to convert between units of		students to convert from a						
	length, weight, and capacity, within a given system, to solve	0	larger to smaller unit of						
	conversion problems.		measure. Some items within this						
	SWBAT solve mixed measurement conversion problems by		lesson require students to						
	using tables and thinking about the ratios.		convert from a smaller to a						
20	Conversion tables time		larger unit and therefore are						
	SWBAT articulate the units of time and use benchmarks to		beyond the breadth of grade 4.						
	describe their relative size and ratio.	0	Teachers may opt to remove						
	SWBAT use ratios and tables to convert between units of		these items or use them for						
	time to solve conversion problems.		extension purposes only.						
21	Unit Assessment	0							
		INTERIM ASSESSMENT TWO (post Unit 4)							
Ma	th Practice & Cumulative Review								
Pra	ctice Workbook C								
	- 4.NBT.A.4 – Use place value understanding to perform multi-digit arithmetic. Fluently add and subtract multi-digit whole numbers with sums less than or equal to								
	1,000,000 using the standard algorithm.								
	- 4.NBT.A.2 – Read and write multi-digit whole numbers less than or equal to 1.000.000 using base-ten numerals, number names, and expanded form. Compare two								
	multi-digit whole numbers based on the meanings of the	ligits in each place, using >, =, and < symbols to record the results of	of comparisons.						
Pra	ctice Workbook D		•						
_	- 4.NBT.B.5 – Multiply a whole number of up to four digits b	w a one-digit number, and multiply two two-digit numbers, using s	trategies based on place value and the						
	properties of operations and explain the calculations by u	sing equations, rectangular arrays, and/or area models.							
	 4 NBT B 6 – Find whole-number quotients and remainders 	with up to 4-digit dividends and one-digit divisors using strategies	based on place value the properties of						
	operations and/or the relationship between multiplication	and division. Illustrate and explain the calculation by using equation	on rectangular arrays and/or area						
	models		on, rectangular arrays, and or area						
	 4 MD A 1 – Know relative sizes of measurement units with 	in one system of units including ft in: km m cm g·lh oz·l ml·hr	min_sec_Within a single system of						
	measurement express measurement in a larger unit in te	rms of a smaller unit. Record measurement equivalents in a conver-	sion two-column table (Conversions are						
	limited to one-step conversions	nis of a smaller and, necola measurement equivalents in a conver-							
Frie	lay Cumulative Review								
	- Unit 4.1								
	- Unit 4.2								
	- Unit 4.3								
	- Unit 4.4								

- Unit 4.5

Unit Five: Story Problems 1 $^{\rm v}$

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action
1	Interpret remainders SWBAT interpret remainders of problems with basic division facts by visualizing, representing, labeling all numbers, and using the context of the question. Interpret remainders: Multi-Digit Dividends SWBAT interpret remainders of problems with multi-digit dividends by visualizing, representing, labeling all numbers, and using the context of the question.	4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation	Action	
3	Solve Two-Step Word Problems Using Estimation to Check SWBAT solve 2-step word problems involving all four operations by visualizing, representing, estimating, and using a variety of strategies to calculate. SWBAT estimate solutions to 2-step word problems involving all four operations in order to assess reasonableness.	strategies including rounding.	ο	
4	 ENY Place Value, Rounding, Standard Algorithms for Add/Sub – L18 Multi-step word problems, reasonableness SWBAT solve multi-step word problems involving all four operations by visualizing, representing, estimating, and using variety of strategies to calculate. SWBAT estimate solutions to multi-step word problems involving addition and subtraction in order to assess reasonableness by rounding numbers first, then doing quick mental math or calculations. Solve Multi-Step Word Problems SWBAT solve multi-step problems that use all four 			
	and using a variety of strategies to calculate.			
6	Unit Assessment		0	
Ma	th Practice & Cumulative Review			

Practice Workbook D

- 4.NBT.B.5 – Multiply a whole number of up to four digits by a one-digit number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations and explain the calculations by using equations, rectangular arrays, and/or area models.

- 4.NBT.B.6 – Find whole-number quotients and remainders with up to 4-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equation, rectangular arrays, and/or area models.

Friday Cumulative Review

- Unit 5.1

Unit Six: Fractions vi

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action			
1	Decompose Fractions Using Visuals and Addition SWBAT decompose fractions into unit fractions and other combinations of smaller fractions by using visuals and addition.	 4.NF.B.3.a-b Understand a fraction a/b with a > 1 as a sum of fractions 1/b. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. Example: 3/4 = 1/4 + 1/4 + 1/4. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. 	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.3b, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
2	Decompose Fractions Using Visuals, Addition and multiplication SWBAT decompose fractions into unit fractions and other combinations of smaller fractions by using visuals, addition and multiplication.	4.NF.B.4.a Multiply a fraction by a whole number. a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.4a, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
3	Equivalent Fractions with Larger Denominators Multiplication SWBAT create equivalent fractions by partitioning fractions into smaller parts using visual models and writing multiplication equations.	4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are		 In order to ensure students get sufficient practice to move towards mastery of 4.NF.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
4	Equivalent fractions with the identity property SWBAT use the identify property (with multiplication) to find and identify equivalent fractions.	the same size. Use this principle to recognize and generate equivalent fractions.					
5	Equivalent Fractions with Smaller Denominators Visual Models and Division SWBAT find equivalent fractions by grouping unit fraction to create larger fractions and using the identify property (with division).		0				
6	Equivalent Fractions with Tape Diagrams and Number Lines SWBAT plot and identify equivalent fractions on number lines by partitioning intervals equally into smaller intervals.						
7 8	Compare Fractions with ½ as a Benchmark and Number Lines SWBAT compare fractions using the ½ benchmark. Compare with Identity Property Like Denominators SWABT compare fractions by using the identity and	4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2	0	• In order to ensure students get sufficient practice to move towards mastery of 4.NF.A.2, teachers should refer to the Grade 4 Practice			

	changing each of them to equivalent fractions with like denominators.	Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the		Workbook for additional at-bats.
9	Compare with Identity Property Like Numerators SWBAT compare fractions by using the identity property and changing each of them to equivalent fractions with like numerators.	results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.		
10	Add and Subtract Fractions with Like Denominators SWABT add and subtract fractions with like denominators.	4.NF.B.3.a Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$ a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. <i>Example: $3/4 = 1/4 + 1/4 + 1/4$</i> .	0	
11	Multiply Fractions and Whole Numbers SWBAT multiply fractions and whole numbers.	 4.NF.B.4.b Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.) 	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.4.b, teachers should refer to the Grade 4 Practice Workbook for additional at-bats.
12	Converting Mixed Numbers and Fractions Greater than One SWBAT understand the meaning of fractions greater than one and mixed numbers and convert between them	4.NF.B.3.c Understand a fraction <i>a/b</i> with <i>a</i> > 1 as a sum of fractions 1/ <i>b</i> .		 In order to ensure students get sufficient practice to move towards mastery of 4.NF.B.3.c, teachers should refer to the Grade 4 Practice
13	Add Mixed Numbers Concrete and Pictorial SWBAT add mixed numbers using fraction tiles and pictures.	denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship	0	Workbook for additional at-bats.
14	Add Mixed Numbers Abstract	between addition and subtraction.	Ŭ	
15	SWBAT add mixed numbers using abstract strategies.			
12	SWBAT subtract mixed numbers from mixed numbers using			
	fraction tiles and pictures.			
16	Subtract Mixed Numbers Pictorial and Abstract			
	SWABT subtract mixed numbers using abstract strategies.			
17	Create and Interpret Line Plots SWBAT to create and interpret line plots.	4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.	0	

18	Interpret and Solve Word Problems Based on Line Plots	4.MD.B.4		• In order to ensure students get
-	SWBAT solve word problems with fractions based on	Make a line plot to display a data set of measurements		sufficient practice to move towards
	interpreting line plots.	in fractions of a unit (1/2, 1/4, 1/8). Solve problems		mastery of 4.NF.B.4.c and 4.NF.B.3.d.
	SWBAT interpret line plots in order to solve word problems	involving addition and subtraction of fractions by using		teachers should refer to the Grade 4
	that involve adding and subtracting fractions and mixed	information presented in line plots. For example, from		Practice Workbook for additional at-
	numbers, comparing fractions, and multiplying fractions	a line plot find and interpret the difference in length		bats.
	and whole numbers.	between the longest and shortest specimens in an		
		insect collection.		
		4.NF.B.4.b-c		
		Apply and extend previous understandings of		
		multiplication to multiply a fraction by a whole		
		number.		
		b. Understand a multiple of a/b as a multiple of 1/b,		
		and use this understanding to multiply a fraction by a		
		whole number. For example, use a visual fraction		
		model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this		
		product as 6/5. (In general, $n \times (a/b) = (n \times a)/b$.)	Ο	
		c. Solve word problems involving multiplication of a		
		fraction by a whole number, e.g., by using visual		
		fraction models and equations to represent the		
		problem. For example, if each person at a party will		
		eat 3/8 of a pound of roast beef, and there will be 5		
		people at the party, how many pounds of roast beef		
		will be needed? Between what two whole numbers		
		does your answer lie?		
		4.NF.B.3.d		
		Understand a fraction <i>a/b</i> with <i>a</i> > 1 as a sum of		
		fractions 1/b.		
		d. Solve word problems involving addition and		
		subtraction of fractions referring to the same whole		
		and having like denominators, e.g., by using visual		
		fraction models and equations to represent the		
		problem.		
19	Unit Assessment			Problem 2 on the Unit 6 Assessment
				asks students to reason about a
				fraction with a denominator of 17,
				which is beyond what is called for in
			0	the 4 st grade standards. Leachers
			U	can choose to have students skip this
				denominator of 2, 2, 4, 5, 6, 8, 10, 12
				action of 2, 3, 4, 5, 6, 8, 10, 12
				nurneses only
				or 100, or use it for enrichment purposes only.

Math Practice & Cumulative Review

Practice Workbook D

- 4.MD.A.3 – Apply the area and perimeter formula for rectangles in real-world and mathematical problems.

Practice Workbook E

- 4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x b) by using visual fraction models with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g. by creating common denominators or numerators or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g. by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.B.3b Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition in an equation. Justify decompositions, e.g. by using a visual fraction model. Examples 3/8 = 1/8 + 1/8 + 1/8, 3/8 = 2/8 + 1/8 (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)
- 4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.

- Unit 6.1
- Unit 6.2
- Unit 6.3
- Unit 6.4
- Unit 6.5

Unit Seven: Decimals vii

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action			
1	Represent Tenths as Fractions Visuals Words and DecimalsSWBAT understand the meaning of decimals to the tenthsplace by showing them as fractions, visual models and inword form.Represent Hundredths Fractions Visuals Words andDecimalsSWBAT understand the meaning of decimals in thehundredths place by showing them as fractions, visual	4.NF.C.6* Use decimal notation for fractions with denominators 10 or 100. <i>For example, rewrite 0.62 as</i> <i>62/100; describe a length as 0.62 meters; locate 0.62</i> <i>on a number line diagram</i>	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.6, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
3	models, and in word form. Model Equivalencies of Tenths & Hundredths SWBAT identify equivalent values of tenths and hundredths written as decimals using place value understanding, visual models and equivalent fractions.	4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram	0	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.5, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
4	Write Fractions & Decimals in Word & Expanded Form SWBAT write decimals in word form and expanded form.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram	0				
5	Compare Decimals Visual Models SWBAT compare decimals by showing them on number lines and with visual models. Compare and order decimals SWBAT compare decimals by comparing digits in corresponding place values.	4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	ο	 In order to ensure students get sufficient practice to move towards mastery of 4.NF.C.7, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
7 8	Add Tenths & Hundredths using Fractional ModelsSWBAT add fractions with denominators of 10 and 100 andexpress the sum as a fraction or decimal.Solve Word Problems With DecimalsSWBAT apply skills of adding tenths and hundredths tocomplex word problems.	4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	0				
9	Unit Assessment		0				

Math Practice & Cumulative Review

Practice Workbook E

- 4.NF.B.4a Understand a fraction a/b as a multiple of 1/b.
- 4.NF.B.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.

- Unit 7.1
- Unit 7.2

Unit Eight: Story Problems 2^{viii}

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Not	tes/Rationale for Action
1	Add & Subtract Metric Conversions-Length, Mass, Capacity	4.MD.A.2			
	SWBAT add and subtract mixed metric units of length, mass, and	Use the four operations to solve word			
	capacity by using conversion ratios and a variety of strategies including	problems involving distances, intervals of			
	counting on and the standard algorithm.	time, liquid volumes, masses of objects,			
2	Conversions and Problem-Solving with Customary Measurement	and money, including problems involving			
	SWBAT add and subtract mixed customary units of length, weight, and	simple fractions or decimals, and			
	capacity by using conversion ratios and a variety of strategies including	problems that require expressing			
	counting on and the standard algorithm.	measurements given in a larger unit in			
3	Multi-Step Word Problems All 4 Operations Metric & Customary Units	terms of a smaller unit. Represent			
	SWBAT solve multi-step word problems with all four operations using	measurement quantities using diagrams			
	mixed metric and customary units by visualizing, representing, and	such as number line diagrams that feature			
	choosing from a variety of strategies to solve.	a measurement scale.			
4	Decimal place value with money		0		
	SWBAT express money amounts as decimals (as fractions of dollars).		Ŭ		
5	Determine change by counting up				
	SWBAT solve word problems involving adding money amounts and				
	determining change.				
6	Determine unknown time (start, elapsed, or end) – TWO DAYS				
	SWBAT determine start times, end times or elapsed time when two of				
	these three are given.				
7	Multi-step Measurement Word Problems Fractions of Units – TWO				
	DAYS				
	SWBAT represent and solve multi-step word problems with fractions				
	and decimals amounts of units, all four operations, and metric and				
	customary units of length, capacity and weight/mass, and money and				
	time.				
8	Unit Assessment			•	Problem 5 requires students to
					calculate with decimals, which is
			0		beyond 4 th grade standard
					requirements. Teachers may choose
					to have students skip this item or
				I	use it for enrichment purposes.
Ma	th Practice & Cumulative Review				

Practice Workbook F

- 4.NF.C.5 Express a fraction with a denominator 10 as an equivalent fraction with a denominator 100 and use this technique to add two fractions with respective denominators 10 and 100.
- 4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100.

- Unit 8.1
- Unit 8.2

Unit Nine: Geometry ix

Less	on Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action		
1	Identify and draw points, lines, line segments, and rays SWBAT identify and draw lines and points using points to name them. Identify and draw parallel and perpendicular lines SWBAT identify, name and draw parallel and perpendicular lines.	4.G.A.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.G.A.1, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 		
3	Identify and draw right, acute, and obtuse angles SWBAT identify and sketch right, obtuse and acute angle by determining if they look greater than, equal to, or smaller than a square corner.					
4	Classify triangles SWBAT classify triangles as right, acute, or obtuse and equilateral, isosceles or scalene based on their side lengths and angle types. Classify and draw quadrilaterals SWBAT classify quadrilaterals as trapezoids, parallelograms, rhombuses, rectangles, and/or squares based on their angles and sides.	4.G.A.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	0			
	attributes.					
6	Identify and Draw Lines of symmetry SWBAT identify and draw all lines of symmetry on two- dimensional figures.	4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.G.A.3, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 		
7	Unit Assessment		0			
Mat	h Practice & Cumulative Review					

Practice Workbook F

- 4.NF.C.7 – Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions e.g. by using a visual model.

Practice Workbook G

- 4.G.A.1 – Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

- Unit 9.1
- Unit 9.2

Unit Ten: Angle Measurement ^x

Les	son Number and Daily Aim	Standard(s) in Lesson	Action	Notes/Rationale for Action			
1 2 3	 Find Angle Measures as Quarter Turns and Rotations in a Circle SWBAT identify reflex angles and determine angle measurements by determining their fraction of a full circle, 360 degrees. SWBAT identify the measurement of rotations as multiples of 90 degree turns. Find Angle Measure with Fractions of a Circle SWBAT identify a degree as 1/360 of a circle and identify other angle measurements as fractions of a circle/360 degrees. SWBAT identify reflex angles and determine angle measurements by determining their fraction of a full circle, 360 degrees. Find Angle Measure Using Pattern Blocks SWBAT determine angle measurements using angles of 	 4.MD.C.5 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles. b. An angle that turns through <i>n</i> one-degree angles is said to have an angle measure of <i>n</i> degrees. 	0				
4	SWBAT determine angle measurements using angles of shapes that combine to form benchmark angles. Use a protractor to measure angles SWBAT measure angles using protractors. Use a protractor to draw angles SWBAT draw angles with given measurements using protractors.	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.MD.C.6, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
6 7	Find Angle Measure with Additive Property Complementary and Supplementary Angles SWBAT find angle measurements using the additive property of angles with right and straight angles. Find Angle Measure with Additive Property Full Circle Angles SWBAT find angle measurements using the additive property of angles and benchmark angles up to 360 degrees.	4.MD.C.7 Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	0	 In order to ensure students get sufficient practice to move towards mastery of 4.MD.C.7, teachers should refer to the Grade 4 Practice Workbook for additional at-bats. 			
8	Unit Assessment	MOCK ASSESSMENT (post new content)	ο				

Math Practice & Cumulative Review

Practice Workbook H

- 4.MD.C.6 – Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.

- 4.MD.C.7 – Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measure of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.

- Unit 10.1
- Unit 10.2

¹ This work, "Unit One," is inspired by "<u>Grade 4 Module 3</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit One" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country. ^{II} This work, "Unit Two," is inspired by <u>"Grade 4 Module 1</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Two" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country. ^{III} This work, "Unit Three", is inspired by <u>"Grade 4 Module 1</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA). Achievement First does not own the copyright in "Unit Three" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material is being used under fair use / fair dealing permissions in the user's country. ^{IV} This work, "Unit Four", is inspired by <u>"Grade 4 Module 3</u>" and <u>"Grade 4 Module 2</u>" by EngageNY licensed under

^v This work, "Unit Five", is inspired by<u>"Grade 4 Module 1"</u> and <u>"Grade 4 Module 3"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Five" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{vi} This work, "Unit Six", is inspired by <u>"Grade 4 Module 5"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and "<u>enVision</u>" by Pearson. Achievement First does not own the copyright in "Unit Six" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

^{vii} This work, "Unit Seven", is inspired by <u>"Grade 4 Module 6"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA). Achievement First does not own the copyright in "Unit Seven" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.
 ^{viii} This work, "Unit Eight", is inspired by "Grade 4 Module 7" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA). Achievement First does not own the copyright in "Unit Eight" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.
 ^{ix} This work, "Unit Nine", is inspired by <u>"Grade 4 Module 4"</u> by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA) and <u>"enVision</u>" by Pearson. Achievement First does not own the copyright in "Unit Nine" and claims no copyright in this material. The material. The material is being used exclusively for non-profit educational <u>enVision</u>" by Pearson. Achievement First does not own the copyright in "Unit Nine" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright in "Unit Nine" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles i

^x This work, "Unit Ten", is inspired by "<u>Grade 4 Module 4</u>" by EngageNY licensed under <u>Creative Commons Attribution International 4.0</u> (CC BY-NC-SA.) Achievement First does not own the copyright in "Unit Ten" and claims no copyright in this material. The material is being used exclusively for non-profit educational purposes under fair use principles in U.S. Copyright laws. The user should make the judgment about whether this material may be used under fair use / fair dealing permissions in the user's country.

Math G	rades 5	-8 Scope & Se	equence C	Verview																									
Week	1 2	345	6	78	9	10 11	12	13 14 15	16	17 18	19 20	21	22 23 24	25 26 27	28 29	30	31	32	33	34	35	36	37 38	39	40	41	42	43	44
G5	culture	Unit 1 Place Value Understanding 10 lessons NBT	Unit 2 Fraction Primer 5 lessons NF	U Whole # M 10 le OA	nit 3 Multiplication essons & NBT	Unit 4 Whole # Divisions 8 lessons NBT & MD	Unit 5 Measurement Conversions 5 lessons MD	Fall Intersession Fall Break		Unit 6 Volume 10 lessons MD	Winter Break	Add/S	Unit 7 Sub Fractions & Decimals 15 lessons NF	Unit 8 Multiply/Divi Fractions 19 lesson NF	de Divis Fract & s 12 less NF	:9 Dec Int sons	Spring tersession	Unit cont	9 : d	Spring Break	Unit 2D Geor 9 less G	10 metry ons	Unit 11 Coordinate Plane 7 lessons G & OA	Crescendo SBAC Prep	SBAC		Prepare fo	r 6th grade	
G6	culture	Unit 1 Whole # & Decima 16 lesso NS	Il Operations I ns	Unit 2 Fraction Division 11 lessons NS	Understand 13 le 1	nit 3 I Rational ## ssons NS	Unit 4 Understanding Ratios 11 lessons RP	Fall Intersession Fall Break	Unit 4 4 cont'd	Unit 5 Apply Ratios & Rates 11 lessons RP	Winter Break	Unit 5 cont'd	Unit 6 Algebraic Expressions 14 lessons EE	Unit Equations & In 14 less EE (1 wk off for Scie	7 U nequalities , ons let ence Camp)	Init 8 Area 11 Int Ssons G	Spring tersession	Unit Su 8 cont'd 8 le	Jnit 9 Jolume urface Area G G	Spring Break	Unit 9 cont'd	Ur Represen D 15 le	it 10 t & Analyze ata ssons SP	Crescendo SBAC Prep	SBAC		Prepare fo	r 7th grade	
G7	culture	Unit 1 Add/Sub Rational ## 12 lessons NS	Un Mult/Div F 13 le: N	i t 2 Rational ## ssons IS	Unit 3 Expressions Rational # Operations 6 lessons EE	U Equation: & 0 21 I E	Init 4 s/Inequalities Circles lessons E & G	Fall Intersession Fall Break	Unit 4 cont'd	Unit 5 Proportional Relationships 14 lessons RP	Winter Break	Unit cont	5 Pero 17 le RP	hit 6 cents ssons & EE	Unit 7 Probability 15 lessons SP	Int	Spring tersession	Unit Statist 9 lesso SP	8 ics s ons	Spring Break	Unit Area, Su Area, & V 11 less G	t 9 urface /olume sons	Unit 10 Constructing with angles 9 lessons G	Crescendo SBAC Prep	SBAC		Prepare fo	r 8th grade	
G8	culture	Unit 1 Rigid Transformations & Congruence 15 lessons G	Unit 2 Angle Relation 10 lesson G & EE	ships Dilatio	Unit 3 ons & Similarity Blessons G	U Understan 15 I	Jnit 4 ding Functions lessons F	Fall Intersession Fall Break	Unit 4 cont'd	Unit 5 Linear Equations 17 lessons EE	Winter Break	Unit 5 cont'd	Unit 6 Bivariate Data 8 lessons SP	Unit 7 Systems of Equ 15 lesson EE	ations Scien s Notat 14 less EE	t 8 nts & tific ion Int sons	Spring tersession	Unit V 8 cont'd 7 le	Jnit 9 folume essons G	Spring Break	Unit 9 cont'd	Un Irration Pythagore 14 le NS &	it 10 hal ## & an Theorem ssons EE & G	Crescendo SBAC Prep	SBAC		Prepare fo	r 9th grade	
										LEGE	-ND																		
									L																				
				0	Operations	& Algebraic Th	hinking			Measurement	& Data			The	Number Syster	n	(Fur	nctions										
				0	Numbers &	Operations in	Base Ten			Geometry				Exp	ressions & Equ	ations													
Numbers & Operations - Fractions						C	Ratios & Proportional Relationships			Statistics & Probability																			



Interim Assessment One

(10 Days) Unit One: Number & Operations in Base Ten Place Value											
Critical Area(s): I	Critical Area(s): Integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations										
Major, Supporting, Additional Clusters	Common Core State Standard										
Major: Understand the place value	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.										
system.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10										
	 5.NBT.3 Read, write, and compare decimals to thousandths. a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000) b) Compare two decimals to thousandths based on meanings of the digits in each place, using 										
	 >, =, and < symbols to record the results of comparisons. 5.NBT.4 Use place value understanding to round decimals to any place. 										
Review/Embedded Standards	4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when two decimals refer to the same whole. Record the results of comparisons with the symbols, >, =, or <, and justify the conclusions, e.g. by using a visual model.										
Focal SMP	SMP3: Construct viable arguments and critique reasoning of others SMP5: Use appropriate tools strategically SMP6: Attend to precision										

(5 Days, Mini-Unit) Unit Two: Understanding Fractions	
Critical Area(s)	Developing fluency with and understanding of the addition and subtraction of fractions
Major, Supporting,	Common Core State Standard
Additional Clusters	
Major: Use equivalent	4.NF.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction
fractions as a strategy	models, with attention to how the number and size of the parts differ even though the two
to add and subtract	fractions themselves are the same size. Use this principle to recognize and generate equivalent
fractions	fractions.
	4.NF.2. Compare two fractions with different numerators and different denominators, e.g., by
	creating common denominators or numerators, or by comparing to a benchmark fraction such as
	1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole.
	Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using
	a visual fraction model.
	4.NF.3 Understand a fraction a/b with a > 1 as a sum of fractions 1/b.
	a. Understand addition and subtraction of fractions as joining and separating parts referring
	to the same whole.
	b. Decompose a fraction into a sum of fractions with the same denominator in more than one
	way, recording each decomposition by an equation. Justify decompositions, e.g., by using a



Interim Assessment One		
	 visual fraction model. Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8. c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. 4.NF.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.2 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100. 4.NF.6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram. 	
Review/Embedded Standards	3.NF.A¹ Develop understanding of fractions as numbers4.NF.A Extend Understanding of fraction equivalence and ordering	
Focal SMP	SMP3: Construct viable arguments and critique reasoning of others SMP5: Use appropriate tools strategically SMP6: Attend to precision	

(10 Days) Unit Three: Number & Operations in Base Ten

¹ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An 'A' is the first cluster level, while a B and C are second and third cluster levels respectively.

Page 18 of 31

VIII.B.863.



Interim Assessment One

Whole	Number	N/II+i	nlication
whole	number	wuuu	plication

Critical Area(s): Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

Major Supporting	Common Core State Standard
Additional Clusters	Common Core State Standard
Additional: Write and interpret numerical	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
expressions.	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7). Recognize that 3 x (18,932 + 921) is three times as large as 18,932 + 921, without having to calculate the indicated sum or product.
Major: Understand the place value	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
system. Major: Perform operations with multi- digit whole numbers	 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. 5.NBT.5 Fluently² multiply multi-digit whole numbers using the standard algorithm.
and with decimals to hundredths.	
Review/Embedded Standards	 4.OA.A Use the four operations with whole numbers to solve problems 4.NBT.A Generalize place value understanding for multi-digit whole numbers 4.NBT.B Use place value understanding and properties of operations to perform multi-digit arithmetic
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precision SMP7: Look for and make use of structure

START TEACHING UNIT 4 IN IA1 CYCLE – COMPLETE FIRST <mark>5</mark> LESSONS Unit 4 content will be assessed on IA2

 $^{^{2}}$ From Progression – NBT: At Grade 5, students fluently compute products of whole numbers using the standard algorithm. Underlying this algorithm are the properties of operations and the base-ten system. See footnote 1 – minor variations in methods of recording standard algorithms are acceptable.



Interim Assessment Two		
(8 Days) Unit Four: Number & Operations in Base Ten Whole Number Division		
Critical Area(s): Exter	nding division to 2-digit divisors, integrating decimal fractions into the place value system and	
developing unders	standing of operations with decimals to the hundredths, and developing fluency with whole	
	number and decimal operations	
Major, Supporting,	Common Core State Standard	
Additional Clusters		
Major: Perform	5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-	
operations with multi-	digit divisors, using strategies based on place value, the properties of operations, and/or the	
digit whole numbers	relationship between multiplication and division. Illustrate and explain the calculation by using	
and with decimals to	equations, rectangular arrays, and/or area models.	
hundredths.		
Review/Embedded	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by	
Standards	powers of 10, and explain patterns in the placement of the decimal point when a decimal is	
	multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10	
	5.MD.C Understand concepts of volume and relate volume to multiplication and to addition	
	5.0A.A Write and interpret numerical expressions	
	4.OA.A Use the four operations with whole numbers to solve problems	
	4.NBT.A Generalize place value understanding for multi-digit whole numbers	
	4.NBT.B Use place value understanding and properties of operations to perform multi-digit	
	arithmetic	
Focal SMP	SMP1: Make sense of problems and persevere in solving them	
	SMP2: Reason abstractly and quantitatively	
	SIVIP4: IVIODEI WITH MATHEMATICS	
	SMP6: Attend to precision	

(5 Days – Mini-Unit) Unit Five: Measurement and Data Converting Between Units of Measure

Page 20 of 31

VIII.B.865.



Interim Assessment Two			
	Critical Area(s): N/A		
Major, Supporting,	Common Core State Standard		
Additional Clusters			
Supporting: Convert	5.MD.1 ³ Convert among different-sized standard measurement units within a given measurement		
like measurement	system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world		
units within a given	problems.		
measurement system.			
Review/Embedded	4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit		
Standards	to a smaller unit.		
	5.NBT.5 Fluently₄ multiply multi-digit whole numbers using the standard algorithm.		
	5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-		
	digit divisors, using strategies based on place value, the properties of operations, and/or the		
	relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.		
	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by		
	powers of 10, and explain patterns in the placement of the decimal point when a decimal is		
	multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10		
	5.OA.A Write and interpret numerical expressions		
Focal SMP	SMP1: Make sense of problems and persevere in solving them		
	SMP2: Reason abstractly and quantitatively		
	SMP4: Model with mathematics		
	SMP6: Attend to precision		

(10 Days) Unit Six Measurement & Data	
	Volume
Critical Area(s): Developing understanding of volume	
Major, Supporting,	Common Core State Standard

³ Limited to whole number calculations

 4 From Progression – NBT: At Grade 5, students fluently compute products of whole numbers using the standard algorithm. Underlying this algorithm are the properties of operations and the base-ten system. See footnote 1 – minor variations in methods of recording standard algorithms are acceptable.

Page 21 of 31



	Interim Assessment Two
Additional Clusters	
Major: Geometric Measurement:	5.MD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement
understand concepts of volume and relate volume to multiplication and	 a) A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b) A solid figure which can be packed without gaps or overlaps using <i>n</i> unit cubes is said to have a volume of a cubic unit.
addition.	5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
	5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.
	 a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole number products as volumes, e.g., to represent the associative property of multiplication.
	b) Apply the formulas V = I x w x h and V = b x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
	c) Recognize volume as additive. Find volumes of solid figures composed of two non- overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
Review/Embedded Standards	 4.NBT.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm 4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two digit whole numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. 4.NBT.6 Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations. 3 MD C Understand concepts of area and relate area to multiplication and addition.
5 1 61 45	4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems.
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP4: Model with mathematics SMP5: Use appropriate tools strategically SMP6: Attend to precision

START TEACHING UNIT 7 IN IA2 CYCLE – COMPLETE FIRST <mark>3</mark> LESSONS Unit 7 content will be assessed on Mock 1

Page 22 of 31



MOCK 1

(15 Days) Unit Seven: Number & Operations		
Addition and Subtraction with Fractions and Decimals		
Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations		
Major, Supporting,	Common Core State Standard	
Additional Clusters		
Major: Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)	
	5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.</i>	
Supporting: Represent and interpret data. Major: Perform operations with multi- digit whole numbers and with decimals to hundredths. Review/Embedded Standards	5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	
	5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	
	 5.NBT.3 Read, write, and compare decimals to thousandths. 5.NBT.4 Use place value understanding to round decimals to any place 5.OA.A Write and interpret numerical expressions 4.NF.1 Explain why a fraction a/b is equivalent to a fraction (nxa)/(nxb) by using visual fraction models, with attention to how the number and the size of the parts differ even though the two fractions themselves are the same size. Use the principal to recognize and generate equivalent fractions. 4.NF.B.3 Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers; Understand a fraction a/b with a>1 as a sum of fractions 1/b 4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. 	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with mathematics SMP6: Attend to precision	

(13 Days) Unit Eight, Part 1: Number & Operations

Page 23 of 31

VIII.B.868.



MOCK 1

Multiplication of Fractions and Decimals

Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions);

Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

Major, Supporting,	Common Core State Standard
Additional Clusters	
Major: Apply previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3 Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a
	fraction.
	 a) Interpret the product (a/b) x q as parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.)
	b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
	 5.NF.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor,
	without performing the indicated multiplication.
	b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n x a)/(n x b) to the effect of multiplying a/b by 1.
	5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
Major: Understand the	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in
place value system.	the place to its right and 1/10 of what it represents in the place to its left.
Major: Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole number exponents to denote powers of 10. ⁴
	5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and- strategies based on place value, properties of operations, and/or the relationship between addition and- subtraction; relate the strategy to a written method and explain the reasoning used.
Supporting: Convert like measurement units within a given measurement system	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. *Only include conversions or measurements from a larger unit to a smaller unit
Review/Embedded Standards	 5.NBT.3 Read, write and compare decimals to the thousandths 5.NBT.4 Use place value understanding to round decimals to any place 5.OA.A Write and interpret numerical expressions 4.NE.B.4.Apply and extend provisions understandings of multiplication to multiply a fraction by a whole number
	4.NF.6 Use decimal notation for fractions with denominators 10 or 100

⁵ In this unit, students will apply their understanding of this standard to decimals.



MOCK 1	
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP2: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precision

START TEACHING UNIT 8 IN MOCK 1 CYCLE – COMPLETE FIRST <mark>15</mark> LESSONS ONLY LESSONS 1-13 WILL BE ASSESSED on MOCK 1. LESSONS 14-21 WILL BE ASSESSED ON MOCK 2

Page 25 of 31

VIII.B.870.



MOCK 2

(5-6 Days) Unit Eight, Part 2: Number & Operations			
Multiplication of Fractions and Decimals			
Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the			
multiplication of frac	multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole		
numbers divided by unit fractions).			
Extending division to 2-	digit divisors integrating decimal fractions into the place value system and developing understanding of		
operations with	decimals to the hundredths, and developing fluency with whole number and decimal operations		
Major Supporting	Common Coro State Standard		
iviajor, supporting,	Common Core State Stanuaru		
Additional Clusters			
Major: Apply previous	5.NF.3 Interpret a fraction as division of the numerator by the denominator $(a/b = a \div b)$. Solve word problems		
understandings of	involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using		
multiplication and	visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3-		
division to multiply and	by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each		
divide fractions.	person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many		
	pounds of rice should each person get? Between what two whole numbers does your answer lie?		
	5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a-		
	f = f		
	c_{j} - interpret the product (u/b) x q as parts of a partition of q into b equal parts, equivalently, as the result of a socium (u/b) x $q = 0/2$ and		
	sequence of operations $u \times q \neq b$. For example, use a visual function model to show (2/3) $\times 4 = 0/3$, and create a story context for this equation. Do the same with (2/3) $\times (4/5) = 8/15$. (In general (a/b) $\times (c/d) =$		
	ac/hdl		
	d) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate		
	unit fraction side lengths, and show that the area is the same as would be found by multiplying the side.		
	lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as		
	rectangular areas.		
	5.NF.5 Interpret multiplication as scaling (resizing), by:		
	c) Comparing the size of a product to the size of one factor on the basis of the size of the other factor.		
	without performing the indicated multiplication.		
	d) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than		
	the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case);		
	explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the		
	given number; and relating the principle of fraction equivalence a/b = (n x a)/(n x b) to the effect of		
	multiplying a/b by 1		
	5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual		
	fraction models or equations to represent the problem.		
Major: Understand the	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in		
place value system.	the place to its right and 1/10 of what it represents in the place to its left.		
	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and		
	explain patterns in the placement of the decimal point when a decimal is multiplied by a power of 10. Use whole		
Major: Perform operations	number exponents to denote powers of 10.6		
with multi-digit whole	5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and		
numbers and with decimals	strategies based on place value, properties of operations, and/or the relationship between addition and		
to nundreaths.	subtraction; relate the strategy to a written method and explain the reasoning used.		
Supporting: Convert like			
given measurement system			
Review/Embedded			
Standards			
L	1		

⁶ In this unit, students will apply their understanding of this standard to decimals.



MOCK 2

	5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g.,
	convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
	*Only include conversions or measurements from a larger unit to a smaller unit
	ENDED Read write and compare desimals to the they condthe
	SiNBL 3 Read, write and compare decimals to the thousandths
	5.NBT.4 Use place value understanding to round decimals to any place
	5.OA.A Write and interpret numerical expressions
	4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number
	4.NF.6 Use decimal notation for fractions with denominators 10 or 100
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP2: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precision

(13 Days) Unit Nine: Number & Operations

Page 27 of 31

VIII.B.872.



MOCK 2

Division of Fractions and Decimals

Critical Area(s): Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); Extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to the hundredths, and developing fluency with whole number and decimal operations

Major, Supporting,	Common Core State Standard
Additional Clusters	
Major: Apply previous	5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole
understandings of	numbers and whole numbers by unit fractions. ⁷
multiplication and	a) Interpret division of a unit fraction by a non-zero whole number, and compute such
division to multiply and divide fractions	quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that
	$(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.
	b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.
	c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and
	equations to represent the problem. For example, how much chocolate will each person get if
Maior: Perform	3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?
operations with multi- digit whole numbers and with decimals to hundredths.	5.NBT.7 Add, subtract, multiply, and divide decimals to the hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Supporting: Convert	5.MD.1 Convert among different-sized standard measurement units within a given measurement
like measurement	system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world
units within a given	problems.
measurement system	
Review/Embedded	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as
Standards	it represents in the place to its right and 1/10 of what it represents in the place to its left.
	5.NBT.3 Read, write and compare decimals to the thousandths
	5.NBT.4 Use place value understanding to round decimals to any place
	5.OA.A Write and interpret numerical expressions
	4.NF.6 Use decimal notation for fractions with denominators 10 or 100
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP2: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precision

⁷From CCSS - Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade. ⁸ Note: This Unit is pre-State test content for CT and might be pre-State test for NY. We will update when we know more details.



Mock 2 / Pre-State Test Content

(9 Davs) Unit Ten: Geometry	
2D Geometry	
Critical Area(s):	
Major, Supporting, Additional Clusters	Common Core State Standard
Additional: Classify two-dimensional figures into categories based on their properties.	5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
	5.G.4 Classify two-dimensional figures in a hierarchy based on properties.
Review/Embedded Standards	 4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 3.G.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadilaterals, and draw examples of quadrilaterals that do not belong to any of these categories. 4.G.2 Classify two-dimensional figures based on presence or absence of parallel or perpendicular lines, or the presence of angles of a specified size. Recognize right triangles as a category, and identify right saved on presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right saved on presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with mathematics SMP6: Attend to precision SMP7: Look for and make use of structure

MOCK 2 WILL ASSESS UNIT 10 IN CT ONLY. UNIT 10 WILL BE TAUGHT PRE-STATE TEST IN NY (Not assessed on Mock 2).



Pre/Post-State Test Content

(7 Days) Unit Eleven: Geometry [®] Understanding the Coordinate Plane and Patterns	
	Critical Area(s):
Major, Supporting, Additional Clusters	Common Core State Standard
Additional: Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and given a point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., <i>x</i> -axis and <i>x</i> -coordinate, <i>y</i> -axis and <i>y</i> -coordinate).
	5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.
Additional: Analyze patterns and relationships.	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and the rule "Add 6" and the starting number 0, generate terms in resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.
Review/Embedded Standards	 5.OA.A Write and interpret numerical expressions 5.G.4 Classify two-dimensional figures in a hierarchy based on properties. 4.OA.C Generate and analyze patterns 4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantatively SMP4: Model with mathematics SMP6: Attend to precision SMP7: Look for and make use of structure

UNIT 11 WILL BE TAUGHT PRE-TEST IN CT ONLY. UNIT 11 IS POST-TEST IN NY.

Page 30 of 31

VIII.B.875.



Interim Assessment One

(16 Days) Unit One: The Number System	
Whole Number and Decimal Operations	
	Critical Area(s): N/A
Major, Supporting,	Common Core State Standard
Additional Clusters	
Additional: Compute	6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the
fluently with multi-	least common multiple of two whole numbers less than or equal to 12. Use the distributive
digit numbers and find	property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a
common factors and	sum of two whole numbers with no common factor. For example, express 36 + 8 as 4(9 + 2).
multiples.	6.NS.3 Fluently ¹ add, subtract, multiply, and divide multi-digit decimals using the standard
	algorithm for each operation.
	6.NS.2 Fluently ² divide multi-digit numbers using the standard algorithm.
Review/Embedded	5.OA.A ³ Write and interpret numerical expressions
Standards	5.NBT.B Perform operations with multi-digit whole numbers and with decimals to the hundredths
	4.OA.B Gain familiarity with factors and multiples
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP2: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precisions
	SMP7: Look for and make use of structure
	SMP8: Look for and express regularity in repeated reasoning

(11 Days) Unit Two: The Number System

Page 16 of 25

VIII.B.876.

¹ See footnote 2.

² From Progression – NBT: At Grade 6, students extend their fluency with the standard algorithms, using all four operations with decimals and to compute quotients of multi-digit numbers. Note: In mathematics, an algorithm is defined by its steps and not by the way those steps are recorded in writing. With this in mind, minor variations in methods of recording standard algorithms are acceptable.

³ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An 'A' is the first cluster level, while a B and C are second and third cluster levels respectively.



Interim Assessment One	
Divide Fractions	
Critical Area(s): Completing understanding of division of fractions and extending the notion of number to the	
system of rational numbers, which includes negative numbers	
enVision Topic 9 – Dividing Fractions and Mixed Numbers	
	Carnegie Learning Math Series Course 1, Lessons: 3.9-3.10
Major, Supporting,	Common Core State Standard
Additional Clusters	
Major: Apply and	6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of
extend previous	fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.
understandings of	For example, create a story context for $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (a/b) $
multiplication and	(c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally?
division to divide	How many 3/4- cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with
fractions by fractions.	length 3/4 mi and area 1/2 square mi?
Review/Embedded	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and
Standards	divide fractions.
	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical
	problems.
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP2: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precisions
	SMP7: Look for and make use of structure
	SMP8: Look for and express regularity in repeated reasoning

START TEACHING UNIT 3 IN IA1 CYCLE – COMPLETE FIRST 3 LESSONS U3 content will be assessed on IA2

Page 17 of 25

VIII.B.877.



IA2

(13 Days) Unit Three: The Number System	
Understanding and Representing Rational Numbers + Coordinate Geometry	
Critical Area(s): Completing understanding of division of fractions and extending the notion of number to the	
	system of rational numbers, which includes negative numbers
Major, Supporting,	Common Core State Standard
Additional Clusters Major: Apply and extend previous understandings of numbers to the system of rational numbers.	 6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a.) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite. b.) Understand signs of rational numbers in ordered pairs as indicating locations of the points are related by reflections across one or both axes
	c.) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.
	 6.NS.7 Understand ordering and absolute value of rational numbers. a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret -3 > -7 as a statement that -3 is located to the right of -7 on a number line oriented from left to right. b) Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3°C > -7°C to express the fact that -3°C is warmer than -7°C. c) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write -30 = 30 to describe the size of the debt in dollars. d) Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.
	6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
world and mathematical problems involving area, surface area, and volume.	6.G.3 Draw polygons in the coordinate plane given coordinates of the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Review/Embedded Standards	 3.NF.A .2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. 4.MD.3 Apply the <u>area</u> and perimeter formulas for rectangles in real world and mathematical problems. 5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems. 5.NBT.A.3 Read, write and compare decimals to the thousandths
Focal SMP	SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure



IA2	
(11 Days) Unit Four: Ratios & Proportional Relationships Understanding Ratios and Rates	
Critical Area(s): Con	necting ratio and rate to whole number multiplication and division and using the concepts of
	ratio and rate to solve problems
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.1 Understand the concept of ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."
	6.RP.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b \neq 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is a 3/4 cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger." ⁴
	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
	a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
	b) Solve unit rate problems including those involving unit pricing and constant speed. For- example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be- mowed in 35 hours? At what rate were lawns being mowed?
	c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times-
	the quantity); solve problems involving finding the whole, given a part and a percent.
	d) Use ratio reasoning to convert measurement units; manipulate and transform units-
	appropriately when multiplying or dividing quantities.
Review/Embedded	4.OA.A Use the four operations with whole numbers to solve problems.
Standards	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions
	5 MD 1 Convert like measurement units within a given measurement system
	6 NS B Compute fluently with multi-digit numbers and find common multiples and factors
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP5: Use appropriate tools strategically
	SMP6: Attend to precisions
	SMP7: Look for and make use of structure

START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE <u>FIRST 2 LESSONS</u> U5 content will be assessed on Mock 1

⁴ Expectations for unit rates in this grade are limited to non-complex fractions.



IA2

(12 Days) Unit Five: Ratios & Proportional Relationships Applications of Ratios and Rates	
Critical Area(s): Connecting ratio and rate to whole number multiplication and division and using the concepts of	
ratio and rate to solve problems	
Major, Supporting, Additional Clusters	Common Core State Standard
Major: Understand ratio concepts and use ratio reasoning to	6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations
solve problems.	 a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
	b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?
	c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and a percent.
	 d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Review/Embedded	4.OA.A Use the four operations with whole numbers to solve problems.
Standards	5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
	5.MD.1 Convert like measurement units within a given measurement system.
	6.NS.B Compute fluently with multi-digit numbers and find common multiples and factors
	6.RP.A Understand ratio concepts and use ratio reasoning to solve problems.
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP5: Use appropriate tools strategically
	SMP6: Attend to precisions
	SMP7: Look for and make use of structure



IA2	
(14 Days) Unit Six: Expressions & Equations	
Algebraic Expressions	
(Critical Area(s): Writing, interpreting, and using expressions and equations
Clusters	Common Core State Standard
Major: Apply and	6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.
extend previous understandings of arithmetic to algebraic expressions.	 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers. a) Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 - y. b) Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and the sum of two terms. c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the
	 formulas V = s³ and A = 6s² to find the volume and surface area of a cube with sides of lengths s = 1/2. 6.EE.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expressions 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y. 6.EE.4 Identify when two expressions are equivalent (i.e., when two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y
Major: Reason about	and 3y are equivalent because they name the same number regardless of which number y stands for.
and solve one-variable equations and inequalities.	6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specific set.
Review/Embedded Standards	 3.OA.B.5 Apply properties of operations as strategies to multiply and divide (commutative, associative and distributive). 4.OA.B Gain familiarity with factors and multiples. 5.OA.A Write and interpret numerical expressions. 5.NF Number and Operations – Fractions 6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions. 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.
Focal SMP	SMP2: Reason abstractly and quantitatively
	SMP4: Model with Mathematics SMP6: Attend to precision SMP7: Look for and make use of structure SMP8: Look for and express regularity in repeated reasoning
START	IEACHING UNIT 7 IN MOCK 1 CYCLE – COMPLETE FIRST 7 LESSONS

U7 content will be assessed on Mock 2

Page 21 of 25



Post-State Test

(14 Days) Unit Seven: Expressions & Equations	
Understanding, Writing, and Solving Equations and Inequalities	
Critical Area(s): Writing, interpreting, and using expressions and equations	
Clusters	Common Core State Standard
Major: Reason about	6.EE.5 Understand solving an equation or inequality as a process of answering a question: which
and solve one-variable	values from a specified set, if any, make the equation or inequality true? Use substitution to
equations and	determine whether a given number in a specified set makes the equation or inequality true.
inequalities.	6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or
	mathematical problem; understand that a variable can represent an unknown number, or,
	depending on the purpose at hand, any number in a specific set.
	6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x
	+ p = q and $px = q$ for cases in which p , q , and x are all nonnegative rational numbers.
	6.EE.8 Write an inequality of the form <i>x</i> > <i>c</i> or <i>x</i> < <i>c</i> to represent a constraint or condition in a real-
	world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely
	many solutions; represent solutions of such inequalities on number line diagrams.
Major: Represent and	6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship
analyze quantatative	to one another; write an equation to express one quantity, thought of as the dependent variable, in
relationships between	terms of the other quantity, thought of as the independent variable. Analyze the relationship
dependednt and	between the dependent and independent variables using graphs and tables, and relate these to the
independent	equation. For example, in a problem involving motion at constant speed, list and graph ordered
variables.	pairs of distances and times, and write the equation d = 65t to represent the relationship between
	distance and time.
Review/Embedded	3.OA.B.5 Apply properties of operations as strategies to multiply and divide (commutative,
Standards	associative and distributive).
	4.0A.B Gain familiarity with factors and multiples.
	5.0A.A Write and interpret numerical expressions.
	5.0A.B Analzye patterns and relationships.
	5.NF Number and Operations – Fractions.
	6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions
	by Iractions.
	6.NS.B Compute nuently with multi-digit numbers and find common factors and multiples.
Eacol SMD	SMD2: Peacon abstractly and quantitatively
FOCALSIVIP	SNIP2: Reason abstractly and quantitatively
	SMD6: Attend to procision
	SMD7: Look for and make use of structure
	SIVIE 7. LOOK TOT ATTUINT THE USE OF STRUCTURE
	SWP8: LOOK for and express regularity in repeated reasoning

NY: Units 7-9 are pre-state test; Unit 10 is post-state test CT: All units are pre-state test

Page 22 of 25


Post-State Test	
(11 Days) Unit Eight: Geometry	
	Area
	Critical Area(s):
Major, Supporting,	Common Core State Standard
Additional Clusters	
Supporting: Solve real-	6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by
world and	composing into rectangles or decomposing into triangles and other shapes; apply these techniques
mathematical	in the context of solving real-world and mathematical problems.
problems involving	6.G.3 Draw polygons in the coordinate plane given coordinates of the vertices; use coordinates to
area, surface area,	find the length of a side joining points with the same first coordinate or the same second
and volume.	coordinate. Apply these techniques in the context of solving real-world and mathematical
	problems.
Review/Embedded	4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical
Standards	problems.
	5.G.B Classify two-dimensions figures into categories based on their properties.
	5.NF Number and Operations – Fractions.
	6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions
	by fractions.
	6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.
	6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions.
	6.EE.B Reason about and solve one variable equations and inequalities.
	6.NS.C.6 Understand a rational number as a point on the number line. Extend number line
	diagrams and coordinate axes familiar from previous grades to represents point on the lineand in
	the plane with negative number coordinates.
	6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of
	the coordinate plane. Include use of coordinates and absolute value to find distances between
	points with the same first coordinate or the same second coordinate.
Focal SMP	SMP1: Make sense of problems and persevere in solving them
	SMP3: Construct viable arguments and critique the reasoning of others
	SMP4: Model with Mathematics
	SMP6: Attend to precision

NY: Mock 2 will test Unit 8, Lessons 1-10 NY: Units 7-9 are pre-state test; Unit 10 is post-state test CT: All units are pre-state test

Page 23 of 25



Post-State Test		
(8 Days) Unit Nine: Geometry		
	Volume and Surface Area	
	Critical Area(s):	
Major, Supporting, Additional Clusters	Common Core State Standard	
Supporting: Solve real- world and mathematical problems involving area, surface area, and volume.	 6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. 6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use 	
	nets to find the surface area of these figures. Apply these techniques in the context of solving real- world and mathematical problems.	
Review/Embedded Standards	5.MD.C Understand conceptual concepts of volume and relate value to multiplication and addition. 5.NF Number and Operations – Fractions.	
	 6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions. 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples. 6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. 	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with Mathematics	
	SWIP6: Attend to precision	

NY: Units 7-9 are pre-state test; Unit 10 is post-state test CT: All units are pre-state test

(15 Days) Unit Ten: Statistics & Probability⁵ Representing and Analyzing Data

⁵ Note: This Unit is pre-State test content for CT and post-State test for NY.



Post-State Test		
	Critical Area(s): Developing understanding of statistical thinking	
Major, Supporting, Additional Clusters	Common Core State Standard	
Additional: Develop understanding of statistical variability.	6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	
	6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	
Additional: Summarize	6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while measure of variation describes how its values vary with a single number. 6 SP 4 Display numerical data in plots on a number line including dot plots histograms and box	
and describe distributions.	plots.	
	 a) Reporting the number of observations. b) Describing the nature of the attribute under investigation, including how it was measured. 	
	 and its unit of measurement. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute derivation), as well as describing any overall pattern and any 	
	striking deviations from the overall pattern with reference to the context in which the data were gathered.	
	 Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. 	
Review/Embedded Standards	5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, ¼, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line	
	plots. 5.NF Number and Operations – Fractions.	
	6.NS.A Apply and extend previous understanding of multiplication and division to divide fractions by fractions.	
	6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples.	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively	
	SMP3: Construct viable arguments and critique the reasoning of others	
	SMP5: Use appropriate tools strategically SMP6: Attend to precision	

NY: Units 7-9 are pre-state test; Unit 10 is post-state test CT: All units are pre-state test

Page 25 of 25



Interim Assessment One

(12 Days) Unit One: The Number System Adding and Subtracting Rational Numbers

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and

	linear equations
Major, Supporting,	Common Core State Standard
Additional Clusters	
Additional Clusters Major: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. a) Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged. b) Understand p + q as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. c) Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
	numbers ¹ .
Review/Embedded Standards	 6.EE.A² Apply and extend previous understandings of arithmetic to algebraic expressions 6.EE.B Reason about and solve one-variable equations and inequalities 6.EE.C Represent and analyze quantatitive relationships between dependent and independent variables 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers 5.NF.A Use equivalent fractions as a strategy to add and subtract fractions
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure

¹ Computations with rational numbers extend the rules for manipulating fractions to complex fractions. In this unit, students will add and subtract rational numbers. In the following unit, they will multiply and divide rational numbers.

² Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An 'A' is the first cluster level, while a B and C are second and third cluster levels respectively.



Interim Assessment One

(13 Days) Unit Two: The Number System Multiplying and Dividing Rational Numbers

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and

Major, Supporting, Additional Clusters	Common Core State Standard
Major: Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. b) Understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If <i>p</i> and <i>q</i> are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts. c) Apply properties of operations as strategies to multiply and divide rational numbers. d) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
	7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers ³ .
Review/Embedded Standards	 6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions 6.EE.B Reason about and solve one-variable equations and inequalities 6.EE.C Represent and analyze quantatitive relationships between dependent and independent variables 6.NS.A Apply and extend previous understandings of multiplication and division to divide fractions by fractions 6.NS.B Compute fluently with multi-digit numbers and find common factors and multiples 6.NS.C Apply and extend previous understandings of numbers to the system of rational numbers 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume 6.SP.5c Summarize numerical data sets in relation to their context, such as by: giving quantitative measures of center (mean and/or median) and variability (IQR and/or MAD), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. 5.NF.B Apply and extend previous understandings of multiplication and division to multiply and divide fractions
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure

³ Computations with rational numbers extend the rules for manipulating fractions to complex fractions.



Interim Assessment One

(6 Days) Unit Three: The Number System **Expressions and Rational Number Operations**

Critical Area(s): developing understanding of operations with rational numbers and working with expressions and		
linear equations		
Major, Supporting, Additional Clusters	Common Core State Standard	
Major: Use properties of operations to generate equivalent expressions Major: Solve real- life and mathematical problems using numerical and algebraic expressions and - equations.	 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, a + 0.05a = 1.05a</i> means that "increase by 5%" is the same as "multiply by 1.05." 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. 	
Review/Embedded Standards	 7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 6.EE.A Apply and extend previous understandings of arithmetic to algebraic expressions 6.EE.C Represent and analyze quantatitive relationships between dependent and independent variables 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume 	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure	



Interim Assessment Two

(21 Days) Unit Four, Expressions and Equations:		
Equations and Inequalities		
Critical Area(s): deve	Critical Area(s): developing understanding of operations with rational numbers and working with expressions and	
	linear equations	
Major, Supporting,	Common Core State Standard	
Additional Clusters		
Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Additional: Solve real- life and mathematical problems involving angle measure, area, surface area, and volume.	7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make anadditional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i>	
	 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a) Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b) Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions. 	
	7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	
Review/Embedded Standards	 7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.A Use properties of operations to generate equivalent expressions 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume 	
Focal SMP	SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions SMP7: Look for and make use of structure	

<u>START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE FIRST 2 LESSONS</u> <u>U5 content will be assessed on Mock 1</u>

Page 18 of 25

VIII.B.889.



Mock 1

	(14 Days) Unit Five: Ratios and Proportional Relationships
Understanding and Applying Proportional Relationships	
Critical Area(s): developing understanding of and applying proportional relationships; developing understanding of	
opera	tions with rational numbers and working with expressions and linear equations
Clusters	Common Core State Standard
Major: Analyze	7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and
proportional	other quantities measured in like or different units. For example, if a person walks 1/2 a mile each
relationships and use	1/4 hour, compute the unit rate as the complex fraction ½/¼ miles per hour, equivalently 2 miles per
them to solve real-	hour.
world and	7.RP.2 Recognize and represent proportional relationships between quantities.
mathematical	a) Decide whether two quantities are in a proportional relationship, e.g., by testing for
problems.	equivalent ratios in a table or graphing on a coordinate plane and observing whether the
	graph is a straight line through the origin.
	b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams,
	and verbal descriptions of proportional relationships.
	c) Represent proportional relationships by equations. For example, if total cost t is
	proportional to the number n of items purchased at a constant price p, the relationships
	between the total cost and the number of items can be expressed as t =pn.
	d) Explain what a point (x, y) on the graph of a proportional relationship means in terms of the
	situation, with special attention to the points (0,0) and (1,r) where r is the unit rate.
	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples:
	simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase-
Additional: Draw,	and decrease, and percent error.
geometrical figures and	7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual
describe the	lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
relationships between	
them.	
Review/Embedded	7.NS.A Apply and extend previous understands of operations with fractions to add, subtract,
Standards	multiply and divide rational numbers
	7.EE.A Use properties of operations to generate equivalent expressions
	7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and
	equations
	6.RP.A Understand ratio concepts and use ratio reasoning to solve problems
E	6.G.A Solve real-world and mathematical problems involving area, surface area, and volume
Focal SIMP	SNP1: Make sense of problems and persevere in solving them
	SIVIPZ: Reason abstractly and quantitatively
	SMP4: Model with mathematics
	SMP6: Attend to precisions



Mock 1		
(17 Days) Unit Six, Ratios and Proportional Relationships		
	Understanding and Applying Proportional Relationships to Percents	
Critical Area(s): deve	loping understanding of and applying proportional relationships; developing understanding of	
opera	tions with rational numbers and working with expressions and linear equations	
Clusters	Common Core State Standard	
Major: Analyze proportional relationships and use them to solve real- world and mathematical	7.RP.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.	
	7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, a</i> + 0.05 <i>a</i> = 1.05 <i>a means that "increase by 5%" is the same as "multiply by 1.05."</i>	
Major: Solve real-life and mathematical problems using numerical and algebraic expressions and equations Additional: Draw, construct, and describe geometrical figures and describe the relationships between	 7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 	
them. Review/Embedded Standards	 7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. 7.EE.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. 6.RP.A Understand ratio concepts and use ratio reasoning to solve problems 6.G.A Solve real-world and mathematical problems involving area, surface area, and volume 	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP5: Use appropriate tools strategically SMP6: Attend to precisions SMP7: Look for and make use of structure	

<u>START TEACHING UNIT 6 IN MOCK 1 CYCLE – COMPLETE ALL 16 LESSONS</u> <u>U6 LP 1-8 content will be assessed on Mock1</u> <u>U6 LP 9-16 content will be assessed on Mock 2</u>

Page 20 of 25

VIII.B.891.



Mock 2 + State Test	
(15 Days) Unit Seven: Statistics and Probability	
	Critical Area(s): N/A
Major, Supporting,	Common Core State Standard
Additional Clusters	
Supporting: Investigate chance processes and develop, use, and evaluate probability models.	 7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around ½ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. 7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or a 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i> 7.SP.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <i>a</i>) Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine the probability of events. <i>For example, if a student is selected at random</i>
	 model to determine the probability of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. b) Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? 7.SP.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event. c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?
Review/Embedded	7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and
Standards	divide rational numbers 7.EE.A Use properties of operations to generate equivalent expressions 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical problems 6.SP.B Summarize and Describe Distributions 6.RP.A Understand ratio concepts and use ratio reasoning to solve problems
Focal SMP	SMP2: Reason abstractly and quantitatively SMP3: Construct viable arguments and critique the reasoning of others SMP4: Model with mathematics SMP5: Use appropriate tools strategically SMP6: Attend to precision

U8 content will be assessed on the state test

Page 21 of 25

VIII.B.892.



Mock 2 + State Test

(9 Days) Unit Eight: Statistics and Probability Statistics		
	Critical Area(s): drawing inferences about populations based on samples	
Major, Supporting,	Common Core State Standard	
Additional Clusters		
Supporting: Use	7.SP.1 Understand that statistics can be used to gain information about a population by examining	
random sampling to	a sample of the population; generalizations about a population from a sample are valid only if the	
draw inferences about	sample is representative of that population. Understand that random sampling tends to produce	
a population.	representative samples and support valid inferences.	
	7.SP.2 Use data from a random sample to draw inferences about a population with an unknown	
	characteristic of interest. Generate multiple samples (or simulated samples) of the same size to	
	gauge the variation in estimates or predications. For example, estimate the mean word length in a	
	book by randomly sampling words from the book; predict the winner of a school election based on	
	randomly sampled survey data. Gauge how far off the estimate or predication might be.	
Additional: Draw	7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with	
informal comparative	similar variabilities, measuring the difference between the centers by expressing it as a multiple of	
inferences about two	a measure of variability. For example, the mean height of players on the basketball team is 10 cm	
populations.	greater than the mean height of players on the soccer team, about twice the variability (mean	
	absolute deviation) on either team; on a dot plot, the separation between the two distributions of	
	heights is noticeable.	
	7.SP.4 Use measures of center and measures of variability for numerical data from random samples	
	to draw informal comparative inferences about two populations. For example, decide whether the	
	words in a chapter of a seventh-grade science book are generally longer than the words in a	
	chapter of a fourth-grade science book.	
Review/Embedded	7.SP.A Investigate chance processes and develop, use and evaluate probability models	
Standards	7.NS.A Apply and extend previous understands of operations with fractions to add, subtract,	
	multiply and divide rational numbers	
	7.EE.A Use properties of operations to generate equivalent expressions	
	7.EEB Solve real-life and mathematical problems using numerical and algebraic expressions and	
	equations	
	7.RP.A Analyze proportional relationships and use them to solve real-world and mathematical	
	problems	
	6.SP.B Summarize and Describe Distributions	
	6.RP.A Understand ratio concepts and use ratio reasoning to solve problems	
Focal SMP	SMP2: Reason abstractly and quantitatively	
	SMP3: Construct viable arguments and critique the reasoning of others	
	SMP4: Model with mathematics	
	SMP5: Use appropriate tools strategically	
	SMP6: Attend to precisions	
	NY: Units 6-8 are pre-state test; Units 9-10 are post-state test	

CT: All units are pre-state test



Pre/Post-State Test

CT: START TEACHING UNIT 9 IN Mock 2 CYCLE – COMPLETE FIRST 3LESSONS U9 content will be assessed on the state test

(11 Days) Unit Nine⁴: Geometry Area, Surface Area and Volume		
Critical Area(s): solvi	Critical Area(s): solving problems involving scale drawings and informal geometric constructions, and working with	
two- and th	nree-dimensional shapes to solve problems involving area, surface area, and volume	
Major, Supporting,	Common Core State Standard	
Additional Clusters		
Additional: Solve real- life and mathematical problems involving	7.G.6 Solve real-world and mathematical problems involving area, <i>volume</i> and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	
angle measure, area, surface area, and volume.	7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	
Additional: Draw, construct, and describe geometrical figures and describe the relationships between them.		
Review/Embedded Standards	 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 7.NS.A Apply and extend previous understands of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.A Use properties of operations to generate equivalent expressions 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 7.G.4 Know the formulas for area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle 6.G.A Solve real-world and mathematical problems involving area, surface area and volume 	
Focal SMP	SMP1: Make sense of problems and persevere in solving them SMP2: Reason abstractly and quantitatively SMP4: Model with mathematics SMP6: Attend to precisions	

⁴ Units 9 and 10 are NYSE Post-State Test Units



Pre/Post-State Test

(9 Days) Unit Ten: Geometry Constructing with Angles					
Critical Area(s): solving problems involving scale drawings and informal geometric constructions, and working with					
two- and th	nree-dimensional shapes to solve problems involving area, surface area, and volume				
Major, Supporting,	Common Core State Standard				
Additional Clusters					
Additional: Draw,	7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step				
construct, and	problem to write and solve simple equations for an unknown angle in a figure.				
describe geometrical					
figures and describe					
the relationships					
between them.					
Additional: Solve real-					
life and mathematical	7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.				
problems involving					
angle measure, area,					
surface area, and					
volume.					
Review/Embedded	7.NS.A Apply and extend previous understands of operations with fractions to add, subtract,				
Standards	multiply and divide rational numbers				
	7.EE.A Use properties of operations to generate equivalent expressions				
	Acutations				
	4 MD C Understand concents of angles and measure angles				
Focal SMP	SMP1: Make sense of problems and persevere in solving them				
	SMP2: Reason abstractly and quantitatively				
	SMP3: Construct viable arguments and critique the reasoning of others				
	SMP5: Use appropriate tools strategically				
	SMP7: Look for and make use of structure				



Interim Assessment One				
(15 Days) Unit One: Geometry				
Critical Area(c), analyzing two, and three dimensional space and figures using distance angle similarity and				
	congruence, and understanding and applying the Pythagorean Theorem			
Major. Supporting. Common Core State Standard				
Additional Clusters				
Major: Understand congruence and similarity using physical models, transparencies, or geometry software.	 8.G.1 Verify experimentally the properties of rotations, reflections, and translations: a) Lines are taken to lines, and line segments to line segments of the same length. b) Angles are taken to angles of the same measure. c) Parallel lines are taken to parallel lines 			
	8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.			
	8.G.3 Describe the effect of dilations , translations, rotations, and reflections on two-dimensional figures using coordinates.			
Review/Embedded Standards	6.NS.6.b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.			
	6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to the find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems			
	5.G.B Classify two-dimensional figures into categories based on their properties 4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles			
Focal SMP	MP3 – Construct viable arguments and critique the reasoning of others MP5 – Use appropriate tools strategically MP8 – Look for and express regularity in repeated reasoning			

(10 Days) Unit Two: Geometry

Page 15 of

VIII.B.896.



Interim Assessment One		
	Understanding Angle Relationships	
Critical Area(s): ar	nalyzing two- and three-dimensional space and figures using distance, angle, similarity, and	
	congruence, and understanding and applying the Pythagorean Theorem	
Major, Supporting, Additional Clusters	Common Core State Standard	
Major: Analyze and solve linear equations and pairs of simultaneous linear equations.	 8.EE.7 Solve linear equations in one variable. b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 	
Major: Understand congruence and similarity using physical models, transparencies, or geometry software.	8.G.5 Use informal arguments to establish facts about the angle sum and exterior angles of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle- criterion for similarity of triangles. For example, arrange three copies of the same triangles so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	
Review/Embedded Standards	 8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. 7.EE.A¹ Use properties of operations to generate equivalent expressions 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 4.MD.C Understand concepts of angles and measure angles 	
Focal SMP	MP3 – Construct viable arguments and critique the reasoning of others MP7 – Look for and make use of structure MP8 – Look for and express regularity in repeated reasoning	

<u>START TEACHING UNIT 3 IN IA1 CYCLE – COMPLETE FIRST 5 LESSONS</u> <u>Unit 3 content will be assessed on IA2</u>

¹ Note to be applied throughout: The letter following the domain indicates the cluster level of the standard. An 'A' is the first cluster level, while a B and C are second and third cluster levels respectively.



Interim Assessment Two

(8 Days) Unit Three: Geometry			
Understanding Dilations and Similarity			
Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and			
	congruence, and understanding and applying the Pythagorean Theorem		
Major, Supporting,	Common Core State Standard		
Additional Clusters			
Major: Understand congruence and similarity using physical models, transparencies, or geometry software.	8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.		
	8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
	8.G.5 Use informal arguments to establish facts about the angle sum and exterior angles of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangles so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.		
Review/Embedded	8.G.A Understand congruence and similarity using physical models, transparencies, or geometry		
Standards	 software. 7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations. 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to the find the length of a side joining points with the same first coordinate or the same second 		
	coordinate. Apply these techniques in the context of solving real-world and mathematical problems. 5.G.B Classify two-dimensional figures into categories based on their properties 4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles		
Focal SMP	MP3 – Construct viable arguments and critique the reasoning of others MP5 – Use appropriate tools strategically MP8 – Look for and express regularity in repeated reasoning		



Interim Assessment Two

(15 Days) Unit Four: Functions					
Critical Area(s): g	rasping the concept of a function and using functions to describe quantitative relationships				
Major, Supporting,	Common Core State Standard				
Additional Clusters					
Major: Define,	8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph				
evaluate, and	of a function is the set of ordered pairs consisting of an input and the corresponding output. ²				
compare functions.	8.F.2 Compare properties of two functions each represented in a different way (algebraically,				
	graphically, numerically in tables, or by verbal descriptions). For example, given a linear function				
	represented by a table of values and a linear function represented by an algebraic expression,				
	determine which function has a greater rate of change.				
	8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line;				
	give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a				
	square as a function of its side length is not linear because its graph contains the points (1,1), (2,4)				
	and (3,9), which are not on a straight line.				
Major: Use functions	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the				
to model relationships	rate of change and initial value of the function from a description of a relationship or from two (x, y)				
between quantities.	values, including reading these from a table or from a graph. Interpret the rate of change and				
	initial value of a linear function in terms of the situation it models, and in terms of its graph or a				
	table of values.				
	8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph				
	(e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that				
	exhibits the qualitative features of a function that has been described verbally.				
Review/Embedded	7.EEB Solve real-life and mathematical problems using numerical and algebraic expressions and				
Standards	equations.				
	7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract,				
	multiply and divide rational numbers				
Focal SMP	MP1 – Make sense of problems and persevere in solving them				
	MP2 – Reason abstractly or quantitatively				
	MP4 – Model with mathematics				
	MP8 – Look for and express regularity in repeated reasoning				

<u>START TEACHING UNIT 5 IN IA2 CYCLE – COMPLETE FIRST 3 LESSONS –</u> <u>Content will be assessed on Mock 1</u>

² Function notation is not required in Grade 8.



Mock 1

(17 Days) Unit Five: Expressions and Equations						
Linear Equations						
Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in						
bivariate	data with a linear equation, and solving linear equations and systems of equations					
Major, Supporting,	Common Core State Standard					
Additional Clusters						
Major: Understand	8.EE.7a Solve linear equations in one variable					
the connections	a) Give examples of linear equations in one variable with one solution, infinitely many					
between	solutions, or no solutions. Show which of these possibilities is the case by successively					
proportional	transforming the given equation into simpler forms, until an equivalent equation of the					
relationships, lines,	form x = a, a = a, or a = b results (where a and b are different numbers).					
and linear	8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph.					
equations.	Compare two different proportional relationships represented in different ways. For example,					
	compare a distance-time graph to a distance-time equation to determine which of two moving					
Major: Define,	objects has greater speed.					
evaluate, and	8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points					
compare functions.	on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the					
	origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.					
	8.F.4 Construct a function to model a linear relationship between two quantities. Determine the					
	rate of change and initial value of the function from a description of a relationship or from two (x, y)					
	values, including reading these from a table or from a graph. Interpret the rate of change and					
	initial value of a linear function in terms of the situation it models, and in terms of its graph or a					
Deview / Events ended and	table of values.					
Review/Embedded	8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first buy a sequence of retations, reflections, translations, and diletions, given two similar					
Stanuarus	from the first by a sequence of folations, reflections, translations and unations, given two similar					
	two-unnensional figures, describe a sequence that exhibits the similarity between them					
	7 RP A Analyze proportional relationships and use them to solve real-world and mathematical					
	problems					
	7 EF A Lise properties of operations to generate equivalent expressions					
	7 EE B Solve real-life and mathematical problems using numerical and algebraic expressions and					
	equations					
	7 NS A Apply and extend previous understandings of operations with fractions to add, subtract					
	multiply and divide rational numbers					
Focal SMP	MP1 – Make sense of problems and persevere in solving them					
	MP2 - Reason abstractly and quantitatively					
	MP3 – Construct viable arguments and critique the reasoning of others					
	MP4 – Model with mathematics					
	MP7 – Look for and make use of structure					



Mock 1				
(7 Days) Unit Six: Statistics and Probability Bivariate Data				
Critical Area(s): for bivariat	Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of equations			
And Major, Supporting, Additional Clusters	Common Core State Standard			
Supporting: Investigate patterns of association in bivariate data.	 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. 8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height. 8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between two 			
	variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?			
Review/Embedded Standards	 8.F.A Define, evaluate and compare functions 8.F.B Use functions to model relationships between quantities 8.EE.7 Solve linear equations in one variable 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 			
Focal SMP	MP2 – Reason Abstractly and Quantitatively MP4 – Model with mathematics MP7 – Look for and make use of structure			

<u>START TEACHING UNIT 7 IN Mock 1 CYCLE – COMPLETE FIRST 3 LESSONS</u> <u>Content will be assessed on Mock 2</u>



Mock 2 + State Test

(15 Days) Unit Seven: Expressions and Equations Systems of Linear Equations					
Critical Area(s): formulating and reasoning about expressions and equations, including modeling an association in					
Major, Supporting, Additional Clusters	Common Core State Standard				
Major: Analyze and solve linear equations and pairs of simultaneous linear equations.	 8.EE.8 Analyze and solve pairs of simultaneous linear equations. a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6. c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. 				
Review/Embedded Standards	 8.EE.7 Solve linear equations in one variable 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 				
Focal SMP	MP1 – Make sense of problems and persevere in solving them MP2 – Reason abstractly and quantitatively MP4 – Model with mathematics MP7 – Look for and make use of structure				



Mock 2 + State Test			
(14 Days) Unit Eight: Expressions and Equations Integer Exponents and Scientific Notation			
Critical Area(s): Form bivariate	nulating and reasoning about expressions and equations, including modeling an association in data with a linear equation, and solving linear equations and systems of equations		
Major, Supporting, Additional Clusters	Common Core State Standard		
Major: Work with radicals and integer	8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.		
exponents.	8.EE.3 Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10 ^s and the population of the world as 7 times 10 ^s , and determine that the world population is more than 20 times larger.		
	8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.		
Review/Embedded Standards	 8.EE.7 Solve linear equations in one variable. 8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s² giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line. 7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers 7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations 5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain the patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10 		
Focal SMP	MP2 – Reason abstractly and quantitatively MP6 – Attend to precision MP7 – Look for and make use of structure MP8 – Look for and express regularity in repeated reasoning		

NY: START TEACHING UNIT 8 IN Mock 2 CYCLE – COMPLETE First 5 Lessons U8 LP1-5 are assessed on Mock 2; LP 6-14 are assessed on the state test ALL UNIT 8 IS ASSESSED ON MOCK 2 IN CT.



Mock 2 + State Test				
(7 Days) Unit Nine: Geometry				
	volume			
Critical Area(s): ar	halyzing two- and three-dimensional space and figures using distance, angle, similarity, and			
	congruence, and understanding and applying the Pythagorean Theorem			
Major, Supporting,	Common Core State Standard			
Additional Clusters				
Additional: Solve real- world and mathematical problems involving	8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.			
volume of cylinders, cones, and spheres.				
Major: Work with radicals and integer exponents.	8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational.			
Review/Embedded	8 E A Define evaluate and compare functions			
Standards	8.F.B. Use functions to model relationships between quantities			
Review/Embedded	8.FF.7 Solve linear equations in one variable			
Standards	7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area and volume			
	7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers			
	7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and equations			
	5. MD.C Understand concepts of volume and relate volume to multiplication and to addition			
Focal SMP	MP4 – Model with mathematics			
	MP6 – Attend to precision			

CT Mock 2 will assess up through U9, LP3. NY Mock 2 will assess up through U8, LP5. CT Note: All content should be taught pre-test. NY Note: All content up through unit 9 should be taught pre-test.



Pre/Post-State Test

(14 Days) Unit Ten ³ : The Number System + Expressions and Equations + Geometry			
Critical Area(s): analyzing two- and three-dimensional space and figures using distance, angle, similarity, and			
	congruence, and understanding and applying the Pythagorean Theorem		
Major, Supporting,	Common Core State Standard		
Additional Clusters			
Supporting: Know that there are numbers that are not rational, and approximate them by rational numbers. Major: Work with radicals and integer exponents.	8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and covert a decimal expansion which repeats eventually into a rational number.		
	8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of , show that is between 1 and 2, then between 1.4 and 1.5, and explain how to continue to get better and better approximations.		
	8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that is irrational.		
	8.G.6 Explain a proof of the Pythagorean Theorem and its converse.		
Major: Understand	8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-		
and apply the	world and mathematical problems in two- and three-dimensions.		
Pythagorean Theorem.	8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.		
Review/Embedded Standards	8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. 8.EE.7 Solve linear equations in one variable.		
	8.F.B Use functions to model relationships between quantities		
	7.NS.A Apply and extend previous understandings of operations with fractions to add, subtract,		
	multiply and divide rational numbers		
	7.EE.B Solve real-life and mathematical problems using numerical and algebraic expressions and		
	equations 7.G.B Solve real-life and mathematical problems involving angle measure, area, surface area, and		
	volume		
	6.NS.C Apply and extend previous understandings of numbers to the sytem of rational numbers		
Focal SMP	MP6 Attend to Precision		
	MP7 Look for and make use of structure		
	MP8 – Look for and express regularity in repeated reasoning: Mathematically proficient students		
	understand repeating decimals through repeated reasoning.		

³ Note: This Unit is pre-State test content for CT and post-State test for NY



Integrated Algebra 1

Pacing, Standards, & Objectives

UNIT 1: GALILEAN MOTION THREAD- 9 Weeks				
Chapters/Threads	Lessons (6 Weeks)	Standards	Objectives	
Customary and the Metric System Expressions, linear equations, and inequalities <u>Galilean Motion Threads</u> - Measurement - Linear Density - Constant Velocity - Temperature -	 1: Changing Units of Measure Within Systems 2: Changing Units of Measure Between Systems 3: Algebraic Expressions Mid-Quiz 1(Taken) 4: Linear Equations 5. Linear Inequalities Quiz 2 (Taken) 6: Inverse Linear Functions Exam 1 	 NQ1: Reason quantitatively and use units to solve problems. A.CED.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. A.CED. 1 Create equations and inequalities in one variable including ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. F.BF.4 Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. Linear, Quadratic, and Exponential Models F-LE ACE 1: Interpret expressions that represent a quantity in terms of its context. S-ID 6: Represent data on two quantitative variables S-ID.7: Interpret linear models. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. 	 Convert units of measure within the customary and metric systems. Convert units of measure between the customary and metric systems Use the order of operations to evaluate algebraic expressions Use algebra to solve linear equations Use algebra to solve linear inequalities Find the inverse of a relation. Find the inverse of a linear function. Make mass and length measurements on sets of cylindrical objects and determine the linear density of set of objects (working with data) 	
Quadratic functions and	1. Graphing Quadratic	F.IF.4: For a function that models a	1. Analyze the characteristics	



Equations (Briefly)	Functions 2. Extension: Rate of	relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	of graphs of quadratic functions.
the Quantity of interest and use substitution)	Change of a Quadratic Function 3. Solving Quadratic Equations by Graphing		Graph quadratic functions2. Use a given quadratic function to investigate the rate of change of c
 Acceleration Down the ramp Acceleration due to gravity Intro to graphing (Translation) 	 Mid-Quiz 2 Transformations of Quadratic Functions (Focus on Translation) Extension: Graphing Technology Lab: Curve Fitting Analyzing graphs of quadratics with successive differences Study guide review Exam 2 	 F.IF.7: Graph linear and quadratic functions and show intercepts, maxima, and minima F.IF.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph F.IF.1: Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another A.REI.4b: Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex 	 quadratic function 3. Solve quadratic equations by graphing. Estimate solutions of quadratic equations by graphing. 4. Apply translations to quadratic functions. 5.Use a graphing calculator (or DESMOS) to find an appropriate regression equation for a set of data. 6. Identify linear and quadratic functions from given data. Write equations that model data
		 S.ID. 6a: Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and 	



		exponential models	
Projectile Motion (4-5 hours)	 Analyze components of projectile motion Extension: Rate of Change of a Quadratic Function Solving Quadratic Equations by Graphing Extension: Graphing Technology Lab: Curve Fitting Analyzing graphs of quadratics with successive differences Quiz 3 Unit 1 Test Study Guide End of Unit 1 Exam. 		 Use a graphing calculator (or DESMOS) to find an appropriate regression equation for a set of data. Write equations that model data Use a given quadratic function to investigate the rate of change of a quadratic function Solve quadratic equations by graphing. Same as (1) Identify linear and quadratic functions from given data. (Solidify previous practices)
	T'S MALE MONEV?	DUSINESS MODEL THDEA	D) 0 Weeks



Chapters/Threads	Lessons (6 Weeks)	Standards	Objectives
------------------	-------------------	-----------	------------



	1. An overview of Statistics	Summarize, represent, and	1.Define statistics
Business Sequence	2. Descriptive statistics	interpret data on a single count or measurement variable.	2.Distinguish between a
A. How do you know if your	3. Inferential Statistics	S-ID.1. Represent data with plots on	population and a sample and between a parameter
business is succeeding? (organizing data; using data	4. Graphs in Statistics	the real number line (dot plots, histograms, and box plots).	and a statistic
to make conclusions; generating graphs from data)	5. More Graphs: Additional graphs that are relevant.	S-ID. 2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and	3. Distinguish between descriptive statistics and inferential statistics.
 Descriptive statistic Population vs Sample: Parameter vs Statistics 	6. Measures of Central Tendency 7. Measures of	spread (interquartile range, standard deviation) of two or more different data sets.	Descriptive Stats: 4. Construct a frequency distribution including midpoints and relative
 2. Population vs Sample: Parameter vs Statistics B. How can you predict market and investment quality/behavior? (functions; functions as predictions and/or models) 1. Inferential Statistics: 	7. Measures of Spread/variation	 S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. S-ID. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). 	distribution including midpoints and relative frequencies.5. Graph quantitative data sets using scatter plots, pie charts, and stem -and-leaf plots.Measures Of Central Tendency5. Find mean median and mode of population and sample.6. Find the weighted mean and the mean of a frequency distribution.7. Describe the shape of a distribution as symmetric, uniform, or skewed.Measures of Variation 8. Find the range of a data set9. Find the variance and standard deviation of a
			standard deviation of a population and of a sample.
			10. Find the first, second, and third quartiles.
			11. Represent data set



			using a box-and-whisker plot. 12. Interpret other fractiles such as percentiles.
C. Accuracy, precision in measurement and errors <u>Business operations</u> A.Understanding Taxes (step	 <u>Computing Sales Tax</u> Calculating the total purchase price Determining Unit 	F.IF.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship	 Find sales tax Find the total purchase price Find the unit price
functions, rates, functions	Price		1. Find the federal
 (domain and range)) 1. Complete tax forms. 2. Calculate an income tax refund 	 Determining Sale Price <u>Federal Income Tax</u> 	A.CED.2: Create equations in two or more variables to represent relationships between quantities;	income tax withheld 2. Find the state
3. Complete a California	Withholding Tables	graph equations on coordinate axes with labels and scales	income tax withheld
State tax form B. Accounting (functions) 1. Mark-to-market accounting 2. Cash accounting	 Computing state income tax Computing Graduate Income Tax 	F.BF.4 Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. Linear, Quadratic, and Exponential Models	 Find the amount of state income tax withheld from each paycheck. Find the amount deducted for social security and
3. Graphs of expenses, revenue, and profit.	 Computing Social Security and Medicare Taxes. 	ACE 1: Interpret expressions that represent a quantity in terms of its context.	1. Find the net pay.
C. Budgeting (conversions; modeling; budgeting)	1. <u>Completing a Payroll</u> <u>Register</u>	A.CED. 1 Create equations and inequalities in one variable including	2. Find the percentage of total expenses.
D. Credit and Loans: (problem solving; rates and interest)	 Calculate the percentage of a particular business 	ones with absolute value and use them to solve problems. Include equations arising from linear and quadratic functions, and simple	1. Find the assets, liabilities, and owner's equity.
	expense.	rational and exponential functions.	2. Prepare a balance
E. Investing 1. Equation solving to meet needed inequalities.	1. <u>Computing the Total</u> <u>Assets, Liabilities,</u> <u>and Owner's equity.</u>	Summarize, represent, and interpret data on two categorical and quantitative variables.	sheet.3. Find the cost of goods sold.
 Monetary conversions Build a Business Plan activity/project . 	 Calculating a balance sheet. Determining cost of 	S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative	4. Find the net sales, the gross profit, and the net income.



Introduced halfway through the unit. (<u>Business Plan</u> <u>Assignment Ideas</u>)	goods sold. 4. Completing an income statement	frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	
https://connected.mcgraw- hill.com/connected/login.do	 BUDGETING Make a budget Worksheet LOANS/Credit Maturity Value and Interest Rate of Single-Payment Loan Calculating the Amount Financed on an Installment Loan Paying Off Simple Interest Installment Loans Using Tables to Find the APR of a Loan 	 S-ID.6. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. Interpret linear models. S-ID.7. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. S-ID. 8. Compute (using technology) and interpret the correlation coefficient of a linear fit. S-ID. 9. Distinguish between correlation and causation. 	 LOANS: 1. Find the interest and the maturity value. 2. Find the finance charge. 3. Find the interest and the final payment 4. Use a table to find the annual percentage rate. 5.



UNIT 3: Mod	UNIT 3: Modeling Manipulations via Geometric Reasoning Thread - 9 weeks				
Chapters/Activities	Lessons (6 Weeks)	Standards	Objectives		
Algebra with Glencore	Adding and Subtracting Polynomials 2:Multiplying a Polynomial by				
1-2: Mini- Project: Evaluating	a Monomial 3. Multiplying Polynomials				
1-5 Using Overhead <u>Manipulatives-Distributive</u> Property	 4: Special Products Mid Ouiz 				
1-7: Make a Model	5: Using the Distributive Property				
2-2 Adding and subtracting integers	6: Solving $x^2 + bx + c = 0$ 7: Solving $ax^2 + bx + c = 0$				
2 <u>-3 Miltiplying Integers</u> 2-3 Multiplying and Dividing	8: Differences of squares				
Rational Numbers.	9: Perfect squares 10: Roots and Zeros		• Modeling and		
 Modeling and Solving (linear) 	• Exam 2		Solving (linear) equations		
equations	• Preparing for Standardized Test		-		
	Quadratic Functions		Activity: Turn the room into a large equation mat, and do activity with		
Chapter 3: 3-3 Using overhead Manipulatives: Solving Equations by Using			students as the physical pieces - they have a "piece" of the equation, and as they move, the equation changes, and the class negotiates who is allowed to move and when (e.x. Marcus can't		
Multiplication and Division. 3-4 Solving Equations			Just move over to the other side of the room without flipping over his piece to the negative side, Susie can't leave the equation unless her equal from the other side of the room also leaves the		
Operation. 3-5 Solving Equations with the Variable on Both Sides.			equation, If Susie moves to Marcus, and thus flips her piece to negative, and they combine for a zero pair on the same side, then they can leave the equation, etc; transition to individualized equation mats to manipulate equations		



Activity: "solve 3x+5=17		
with 10 moves"		
POLYNOMIALS	Polynomials"	
8-1 Using Overhead Monipulatives: Multiplying	- Use Algebra tiles to model polynomials	
Polynomials	- Adding and Subtracting	
8-1 Algebra Activity	Polynomials using tiles p. 136-	
8-5 Adding and Subtracting	107	
Polynomials 8-6 Multiplying Polynomials	CHAPTER 8	
by a Monomial 8-7 Multiplying Polynomial-	-Multiplying binomials (Distributive property)	
with area interpretation.	- Rectangular area models	
8-8 Using Overhead	Pop Up Quiz	
Manipulatives Three	Then page 144, 147-148.	
Special Products		
Special multiplications -	- Difference of squares	
difference of squares.	- Sum of squares	
square of a sum, perfect	- Perfect squations_area	
squares, etc with area	models	
interpretation	CHAPTER 9	
	- Factoring	
	- Binomials and trinomials	
	Distributive property and then	
	- Factoring theoretical way	
	Big question to include	
	during this progression:	
	Why can't we combine	
	constants and linear terms?	
	Use equation mats and a	
	DESMOS activity to	
	Transitioning to Quadratics	



	Factoring polynomialsSpecial factoring		
UNIT	4: End of year - Softwar	e / Engineering Thread - 8 w	eeks

CCSS Framework for Algebra 1.

Seeing Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Arithmetic with Polynomials and Rational Functions



- Perform arithmetic operations on polynomials
- Understand the relationship between zeros and factors of polynomials
- Use polynomial identities to solve problems

Creating Equations

• Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations s and inequalities in one variable
- Represent and solve equations and inequalities graphically

Quantities

- Reason quantitatively and use units to solve problems Interpreting Functions
 - Understand the concept of a function and use function notation
 - Interpret functions that arise in applications in terms of the context
 - Analyze functions using different representations

Building Functions

- Build a function that models a relationship between two quantities
- Build new functions from existing functions

Linear, Quadratic, and Exponential Models

- Construct and compare linear and exponential models and solve problems
- Interpret expressions for functions in terms of the situation they model

Interpreting Categorical and Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables. Interpret linear models.

Geometry Scope & Sequence

August 2021



Unit 0: Fortune Culture (1 week)	Unit 5: Angle Relationships (4.5 weeks)
Unit 1: Coordinate Geometry (4 weeks)	Unit 6: Similarity (5 weeks)
Unit 2: Constructions (2.5 weeks)	Unit 7: Trigonometry (3 weeks)
Unit 3: Transformations (4.5 weeks)	Unit 8: Circles (4 weeks)
Unit 4: Congruent Triangles (4 weeks)	Unit 9: Geometric Measurements (5 weeks)
Semester 1 Final Exam / Portfolio (1 Week)	Semester 2 Final Exam / Portfolio (1 Week)

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: First 10 Days	Coordinate Geometry
Learning Objectives		 Given two points on a number line, SWBAT identify the midpoint between the two given points and describe its properties. Given two points on a number line, SWBAT identify the point that partitions the segment into a given ratio. Given two endpoints of a line segment, SWBAT calculate the midpoint of the segment, SWBAT calculate the midpoint of the segment, SWBAT calculate the coordinates of the other endpoint. Given the endpoints of a line segment, SWBAT find the coordinates of a point that partitions the segment in a given ratio. Given two endpoints of a line segment, SWBAT find the coordinates of a point that partitions the segment in a given ratio. Given two endpoints of a line segment, SWBAT calculate the length of the segment by using the distance formula. Given the coordinates of a triangle on the coordinate plane, SWBAT classify the polygon and find the perimeter of the figure. Given information about lines, SWBAT interpret slope to classify lines as parallel, perpendicular, or neither Given the coordinates of a points on the line. Given the coordinates of a polygon on the

	 coordinate plane, SWBAT classify the polygon by finding the side lengths and comparing the slopes of side. Given the coordinates of a polygon in the coordinate plane SWBAT find the perimeter and area. Given the equation of a line in any form, SWBAT find the slope of a line parallel or perpendicular to the given line. Given the equations of two lines, SWBAT determine whether the lines are parallel, perpendicular, or neither by comparing their slopes. Given two endpoints of a line segment, SWBAT write the equation of the perpendicular bisector of the segment.
Essential Questions	What is a midpoint and how do you find it on a number line? How do you find a point that partitions a number line into a given ratio? How do you find a midpoint on a line segment? How do you find a point that partitions a line segment into a given ratio? How do you find the length of a line segment on the coordinate plane? How do you classify and find the perimeter of a triangle on the coordinate plane? How do you determine if lines are parallel, perpendicular, or neither? How do you use slope to find other points on the line? How do you classify a polygon on the coordinate plane, given only the coordinates of the polygon? How do you find the perimeter and area of a polygon on the coordinate plane, given only the coordinates of the polygon? How do you determine if lines are parallel, perpendicular, or neither? (Revisited) How do you find the equations of parallel and perpendicular lines? How do you write the equation of the perpendicular bisector of a segment?
Enduring Understandings	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by one or more rigid transformations
	 (isometries). For similar figures, one of the transformations need not be an isometry. These transformations can occur on or off the coordinate plane. Proof is an argument; it is a series of logically valid statements justified by definitions, postulates, and theorems. Writing sound proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence.
-----------------------------------	--
Key Terms	 slope y-intercept(s) x-intercept form slope-intercept form point-slope form length of a segment parallel lines perpendicular lines midpoint right triangle scalene triangle isosceles triangle equilateral triangle perpendicular bisector scalene triangle isosceles triangle equilateral triangle perpendicular bisector scalene triangle perpendicular bisector scalene triangle isosceles triangle equilateral triangle centroid altitude orthocenter
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 9/16/20
Essential Classroom Content	Achievement First Curriculum
Technology Applications	Coming Soon
Essential Standards	CCSS.MATH.CONTENT.HSG.GPE.B.4 Use coordinates to prove simple geometric

disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point (0, 2). CCSS.MATH.CONTENT.HSG.GPE.B.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). CCSS.MATH.CONTENT.HSG.GPE.B.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio. CCSS.MATH.CONTENT.HSG.GPE.B.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.* CCSS.MATH.CONTENT.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment.
Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	Constructions	Transformations
Learning Objectives	 Given a segment, SWBAT copy the segment (construct a congruent segment) using a compass and straightedge. SWBAT construct a segment with a length that is an integer multiple of the length of a given segment (ex. construct a segment twice the length, three times the length, etc.) SWBAT construct an equilateral triangle using a compass and straightedge, and justify the construction by writing a two- column or paragraph proof. SWBAT construct a triangle congruent to a given triangle using a compass and straightedge, and justify the construction. Given an angle, SWBAT copy the angle (construct a congruent angle) using a compass and straightedge and justify the construction by writing a two-column or paragraph proof. 	 Given the coordinates of a pre-image and a translation vector, SWBAT graph the translated image on the coordinate plane. Given the coordinates of a pre-image and an image, SWBAT write a vector to describe the translation by identifying the changes in the x and y coordinates. Given the coordinates of a pre-image, SWBAT graph the image reflection in the x-y coordinate plane over the lines x=a and y=a. Given the coordinates of a pre-image, SWBAT graph the image reflection in the x-y coordinate plane over the lines x=a, y=a, y=x, and y=-x. Given the coordinate of a point and center of rotation, SWBAT graph the image rotation in the x-y coordinate plane 90° clockwise or counterclockwise about the given center of rotation.

	 Given a segment, SWBAT construct the perpendicular bisector of the segment using a compass and straightedge. Given a segment, SWBAT determine the midpoint using the construction of a perpendicular bisector. Given a line and a point (on or off the line), SWBAT construct a line perpendicular to the given line through the given point using a compass and straightedge. Given a figure, SWBAT to construct an altitude. Given a circle, SWBAT construct an equilateral triangle, a regular hexagon, and regular dodecagon inscribed in the circle using a compass and straightedge, and justify the construction. 	 Given the coordinates of a pre-image figure and a center of rotation, SWBAT graph the image rotation in the x-y coordinate plane 90° clockwise or counterclockwise about the given center of rotation. Given the coordinates of a pre-image figure and center of rotation, SWBAT graph the image rotation in the x-y coordinate plane at 90° intervals clockwise or counterclockwise about the given center. Given a regular or irregular polygon, SWBAT find lines of reflection and calculate angles of rotation that will map the polygon onto itself. Given the coordinates of a pre-image and a series of transformations, SWBAT graph the image using a combination of translations, reflections, and rotations. Given the coordinates of a pre-image and image, SWBAT write a series of transformation rules to map the coordinates of the pre-image onto the image. Given two congruent triangles, SWBAT use transformations to show that the triangles are congruent using the Definition of Congruent Triangles. Given the coordinates of a pre-image polygon or line segment, SWBAT graph the image and image, SWBAT write a series of transformation at the origin. Given the coordinates of a pre-image polygon or line segment, SWBAT graph the image and image, SWBAT write a series of transformation rules to map the coordinates of a pre-image polygon or line segment, SWBAT graph the image dilation in the x-y coordinate plane centered at the origin.
Essential Questions	What is a construction? How do you copy a segment? How do you construct an equilateral triangle? How do you copy an angle? How do you construct the perpendicular bisector of a segment? How do you construct a line perpendicular to a given line through a given point? How do you construct an altitude of a given figure? How do you construct an equilateral triangle, a regular hexagon, and regular dodecagon inscribed in a given circle?	How to you translate an image given a translation vector? How do you write a vector to describe a translation? How do you reflect an image over a vertical line, horizontal line, the line y=x and the line y=-x? How do you rotate an image on the coordinate plane? How do you find lines of reflection and rotations that will map regular and irregular polygons onto themselves? How do you transform an image using a combination of translations, reflections, and rotations? How do you write a series of transformation rules to map a set of coordinates onto an image? How can you claim that two triangles are congruent?

		How do you graph a dilation centered at the origin? How do you write a series of transformation rules to map a set of coordinates onto an image? (Revisited)
Enduring Understandings	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.
Key Terms	 point line collinear points segment ray opposite rays angle congruent segments/angles radius midpoint segment bisector angle bisector perpendicular line/segment perpendicular bisector altitude of a triangle 	 pre-image image isometry orientation translation/vector translation coordinate notation vector notation reflection rotation glide reflection composition of transformations congruent triangles (congruent figures)
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations	Formative Assessments: Do Nows, Exit Tickets, Observations

	Summative Assessment: End-of-Unit Test 10/5/20	Summative Assessment: End-of-Unit Test 11/4/20
Essential Classroom Content	Achievement First Curriculum	Achievement First Curriculum
Technology Applications	<u>Desmos Geometry Tool</u>	<u>Desmos Geometry Tool</u>
Essential Standards	CCSS.MATH.CONTENT.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. CCSS.MATH.CONTENT.HSG.CO.D.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle. CCSS.MATH.CONTENT.HSG.CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CCSS.MATH.CONTENT.HSG.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. CCSS.MATH.CONTENT.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	CCSS.MATH.CONTENT.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. CCSS.MATH.CONTENT.HSG.CO.A.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch). CCSS.MATH.CONTENT.HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. CCSS.MATH.CONTENT.HSG.CO.A.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments. CCSS.MATH.CONTENT.HSG.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another. CCSS.MATH.CONTENT.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. CCSS.MATH.CONTENT.HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to decide if they are congruent. CCSS.MATH.CONTENT.HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. CCSS.MATH.CONTENT.HSG.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:

	CCSS.MATH.CONTENT.HSG.SRT.A.1.A A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. CCSS.MATH.CONTENT.HSG.SRT.A.1.B The dilation of a line segment is longer or shorter in the ratio given by the scale factor. CCSS.MATH.CONTENT.HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
--	---

	Semester 1: Unit 4	Semester 2: Unit 5
Unit Topic Overview	Congruent Triangles	Angle Relationships
Learning Objectives	 SWBAT distinguish between proper and improper names for a given angle; given two congruent triangles, SWBAT identify corresponding congruent parts by analyzing a diagram and/or congruence statement. Given side lengths and/or angle measures of a triangle, SWBAT discover the specific combinations of side lengths and angle measures that will create two congruent triangles by applying transformations and the Definition of Congruent Triangles. Given two triangles, SWBAT determine whether there is enough information given to prove that the triangles are congruent using the SSS or SAS congruence postulates; SWBAT state the third congruence necessary to show that two triangles are congruent by SSS or SAS by sketching and annotating a diagram. Given two triangles, SWBAT determine whether there is enough information given to prove that two triangles are congruent by SSS or SAS by sketching and annotating a diagram. Given two triangles, SWBAT determine whether there is enough information given to prove that two triangles are congruent using the HL congruence theorem; SWBAT explain why SSA is not sufficient to prove two triangles congruent, unless the non-included angle is a right angle. Given two triangles, SWBAT to show that the triangles are congruent by SSS, SAS, or HL by writing a two-column or paragraph proof. 	 Given parallel lines and a transversal, SWBAT classify angle pairs and use them to write and solve equations for missing angles and values. Given a triangle, SWBAT write and solve equations to determine missing angles and values using the Triangle Sum Theorem. SWBAT use inductive reasoning to make generalizations about the sum of the interior angles of polygons. SWBAT calculate the sum of the measures of the interior angles of polygons. SWBAT calculate the measure of one interior angle of a regular or irregular polygon. SWBAT use inductive reasoning to make generalizations about the sum of the exterior angles of polygons. SWBAT calculate the measure of one interior angle of a regular or irregular polygon. SWBAT use inductive reasoning to make generalizations about the sum of the exterior angles of polygons. SWBAT calculate the measure of one exterior angle of a regular or irregular polygon. Given angle measurements of triangles, SWBAT rank the sides using triangle inequality relationships. Given side lengths of triangles, SWBAT rank the angles using triangle inequality relationships. Given isosceles triangles, SWBAT use the base angles theorem and rule of 180 to find missing angle measures. SWBAT describe the properties of perpendicular bisectors of triangles, SWBAT

	 Given two triangles, SWBAT determine whether there is enough information given to prove that the triangles are congruent using the ASA congruence postulate or AAS congruence theorem; SWBAT state the third congruence necessary to show that two triangles are congruent by ASA or AAS by sketching and annotating a diagram. Given two triangles, SWBAT to show that the triangles are congruent by ASA or AAS by writing a two-column or paragraph proof. Given two congruent triangles, SWBAT prove statements about the sides and angles of the triangles by writing a two-column or paragraph proof and applying the Definition of Congruent Triangles (CPCTC). SWBAT prove statements about triangles by writing a two-column or paragraph proof using congruent triangles and angle relationships. Given quadrilaterals, SWBAT prove statements about the sides and angles of the quadrilaterals by writing a two-column or paragraph proof using congruent triangles and angle relationships. 	 use their properties to find missing angle and segment lengths. SWBAT describe the properties of angle bisectors of triangles. Given angle bisectors of triangles, SWBAT use their properties to find missing angle and segment lengths. SWBAT describe the properties of side lengths of parallelograms. Given a figure on the coordinate plane, SWBAT prove that the figure is a parallelogram by showing relationships between the slopes and lengths of corresponding sides of the figure. Given a parallelogram, SWBAT use its properties to find missing side lengths by writing and solving equations. SWBAT describe the properties of side and diagonal lengths of parallelograms. Given a figure on the coordinate plane, SWBAT prove that the figure is a parallelogram by showing that the diagonals of the figure bisect each other. Given a parallelogram, SWBAT use its properties to missing side and diagonal lengths by writing and solving equations. SWBAT describe the properties of angle measures of parallelograms. Given a parallelogram, SWBAT use its properties to missing side and diagonal lengths by writing and solving equations. SWBAT describe the properties of angle measures of parallelograms. Given a parallelogram, SWBAT use its properties to missing angle measures by writing and solving equations. SWBAT describe the properties of angle measures of parallelograms. Given a parallelogram, SWBAT use its properties to missing angle measures by writing and solving equations.
Essential Questions	How do you name an angle? What statements can be made about the parts of congruent triangles? What shortcuts can we use to prove if two triangles are congruent? How do you write a logical and complete proof?	What types of angle pairs are there? How do we use angle pairs to solve algebraic problems? How do you use the Triangle Sum Theorem to solve algebraic problems? What can we claim about the interior angles of polygons? What can we claim about the exterior angles of polygons? What relationships are there between sides and angles of triangles? How do we find missing angle measures of isosceles triangles? What properties do perpendicular bisectors of triangles have? What properties do angle bisectors of triangles have? What properties do parallelograms have? How do you prove a figure is a parallelogram?

Enduring Understandings	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.
Key Terms	 point line collinear points segment ray opposite rays angle congruent segments/angles postulate theorem midpoint segment bisector angle bisector congruent triangles (congruent figures) hypotenuse leg(s) conditional statement Law of Syllogism inverse converse contrapositive two-column proof paragraph (narrative) proof 	 angle pair complementary angles supplementary angles vertical angles linear pair parallel lines transversal corresponding angles alternate interior angles same-side interior (consecutive interior) angles alternate exterior angles perpendicular lines interior angle exterior angle exterior angle isosceles triangle equilateral triangle regular polygon convex polygon equidistant concurrent lines, rays, or segments point of concurrency perpendicular bisector circumcenter angle bisector

VIII.B.926.

		 incenter median of a triangle centroid altitude of a triangle orthocenter parallelogram rhombus rectangle square
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 12/9/20	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 2/1/21
Essential Classroom Content	Achievement First Curriculum	Achievement First Curriculum
Technology Applications	<u>Can Figure It Geometry - Online Proofs Practice &</u> <u>Challenges</u>	Coming Soon
Essential Standards	CCSS.MATH.CONTENT.HSG.CO.A.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. CCSS.MATH.CONTENT.HSG.CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent. CCSS.MATH.CONTENT.HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent. CCSS.MATH.CONTENT.HSG.CO.B.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. CCSS.MATH.CONTENT.HSG.CO.C.10 Prove theorems about triangles. CCSS.MATH.CONTENT.HSG.CO.C.11 Prove theorems about parallelograms.	CCSS.MATH.CONTENT.HSG.CO.C.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints. CCSS.MATH.CONTENT.HSG.CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CCSS.MATH.CONTENT.HSG.CO.C.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. CCSS.MATH.CONTENT.HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself. CCSS.MATH.CONTENT.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic

		geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
--	--	---

	Semester 2: Unit 6	Semester 2: Unit 7
Unit Topic Overview	Similarity	Trigonometry
Learning Objectives	 Given two similar figures, SWBAT identify corresponding congruent and proportional parts; SWBAT distinguish between figures that are similar and those that are congruent, and explain the similarities and differences. Given a figure on the coordinate plane, SWBAT give the coordinates of the figure after a dilation centered at the origin; Given the coordinates of a figure and its dilation centered at the origin, SWBAT find the scale factor of the dilation. SWBAT show that two triangles are similar by applying the AA similarity postulate and writing a proof. SWBAT show that two triangles are similar by applying the SSS and SAS similarity theorems and writing a proof. Given two similar triangles, SWBAT prove statements about their angles by (1) proving the triangles are similar, and (2) applying properties of similar triangles. Given two similar figures, SWBAT find missing side lengths by writing and solving proportions. SWBAT describe the properties of the midsegment of a triangle; Given a triangle divided by a line parallel to one side, SWBAT calculate missing segment lengths by applying properties of similar triangles. Given a divided right triangle, SWBAT sketch 	 Given three side lengths of a triangle, SWBAT determine whether the lengths form a triangle using the Triangle Inequality Theorem and then classify the triangle as acute, obtuse, or right using the Pythagorean Theorem Converse. Given a radical expression, SWBAT simplify it by (1) rationalizing the denominator and, if necessary, (2) finding perfect square factors; Given 45-45-90 special right triangles, SWBAT find missing side lengths and solve problems applying their properties Given 30-60-90 special right triangles, SWBAT find missing side lengths and solve problems applying their properties. Given 45-45-90 and 30-60-90 right triangles, and combinations of SRTs, SWBAT find missing sides by applying SRT rules and/or the Pythagorean Theorem. Given an acute angle of a right triangle, SWBAT classify the sides as "opposite", "adjacent", and "hypotenuse"; Given a right triangle, SWBAT calculate the sine, cosine, and tangent of the acute angles of the triangle and note equivalencies. SWBAT derive the trig ratios for special right triangles. Given a right triangle, SWBAT find missing sides of the triangle word problem, SWBAT draw an accurate diagram to model the problem and find missing side(s) of the triangle by writing and solving trigonometric equations. Given a right triangle, SWBAT find missing angles of the triangle word problem, SWBAT draw an accurate diagram to model the problem and find missing side(s) of the triangle by writing and solving trigonometric equations. Given a right triangle word problem, SWBAT draw an accurate diagram to model the problem and find missing angle(s) of the triangle by writing and solving trigonometric equations.

	 and name three similar triangles; Given a divided right triangle, SWBAT choose proportions that correctly identify corresponding sides using the Mean Proportionality Theorems. Given a divided right triangle, SWBAT find missing side lengths by (1) sketching the similar triangles, and (2) applying properties of similar triangles and the Mean Proportionality Theorems to write and solve proportions. 	 Given the dimensions of a triangle, rectangle, or regular polygon, SWBAT calculate dimensions of the figure by applying formulas and trig ratios.
Essential Questions	What are similar figures? How are similar figures like congruent figures? How are similar figures different from congruent figures? How do you find the coordinates or the scale factor of a given dilation centered at the origin on the coordinate plane? How do you prove that two triangles are similar? How do you prove statements about the angles and sides of two triangles? How do you find missing sides lengths given two similar figures? What happens when you divide a triangle with a line parallel to one side of a triangle? What happens when you divide a right triangle? What is the Mean Proportionality Theorem and when/how do we use it?	Can we form a triangle with any three line segments? How do you simplify radicals? What special relationships do 45-45-90 triangles have? What special relationships to 30-60-90 triangles have? How do you find missing side lengths of special right triangles? How do you calculate the sine, cosine, and tangent of right triangles? What are the trig ratios of special right triangles? How do you use trigonometric equations to find missing side lengths of right triangles? How do we apply our right triangle tools to solving word problems? How do you use trigonometric equations to find missing angle measures of right triangles? How do we apply our right triangle tools to solving word problems? How do we apply our right triangle tools to solving word problems? (Revisited) How can trigonometry help us calculate dimensions of a triangle, rectangle, or regular polygon?
Enduring Understandings	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both

	concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.	concise language and clear reasoning, in the form of closely related steps justified by relevant evidence. All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.
Key Terms	 similar triangles (similar figures) ratio proportion pre-image image midsegment scale factor dilation center of dilation scale factor of dilation enlargement reduction altitude of a triangle geometric mean 	 hypotenuse leg(s) Pythagorean triple isosceles triangles special right triangle trigonometric ratio sine cosine tangent angle of elevation angle of depression "solve" a right triangle auxiliary line/segment
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 3/3/21	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 3/24/21
Essential Classroom Content	Achievement First Curriculum	Achievement First Curriculum
Technology Applications	Coming Soon	Coming Soon
Essential Standards	CCSS.MATH.CONTENT.HSG.CO.C.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point. CCSS.MATH.CONTENT.HSG.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor: CCSS.MATH.CONTENT.HSG.SRT.A.1.A A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. CCSS.MATH.CONTENT.HSG.SRT.A.1.B	CCSS.MATH.CONTENT.HSG.GMD.B.6 (CA) Verify experimentally that in a triangle, angles opposite longer sides are larger, sides opposite larger angles are longer, and the sum of any two side lengths is greater than the remaining side length; apply these relationships to solve real- world and mathematical problems. CCSS.MATH.CONTENT.HSG.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. CCSS.MATH.CONTENT.HSG.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. CCSS.MATH.CONTENT.HSG.SRT.C.8

The dilation of a line segment is longer or shorter in the ratio given by the scale factor. <u>CCSS.MATH.CONTENT.HSG.SRT.A.2</u> Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. <u>CCSS.MATH.CONTENT.HSG.SRT.A.3</u> Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar. <u>CCSS.MATH.CONTENT.HSG.SRT.B.4</u> Prove theorems about triangles. Theorems	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* <u>CCSS.MATH.CONTENT.HSG.SRT.C.8.1 (CA)</u> Derive and use the trigonometric ratios for special right triangles (30°, 60°, 90° and 45°, 45°, 90°). <u>CCSS.MATH.CONTENT.HSG.SRT.D.9</u> (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. <u>CCSS.MATH.CONTENT.HSG.MG.A.1</u> Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* <u>CCSS.MATH.CONTENT.HSG.MG.A.2</u> Apply concepts of density based on area and
	(+) Derive the formula $A = 1/2$ ab sin(C) for the
the proportionality of all corresponding pairs of	area of a triangle by drawing an auxiliary line from
sides.	a vertex perpendicular to the opposite side.
CCSS.MATH.CONTENT.HSG.SRT.A.3	CCSS.MATH.CONTENT.HSG.MG.A.1
Use the properties of similarity transformations to	Use geometric shapes, their measures, and their
establish the AA criterion for two triangles to be	properties to describe objects (e.g., modeling a
similar.	tree trunk or a human torso as a cylinder).*
CCSS.MATH.CONTENT.HSG.SRT.B.4	CCSS.MATH.CONTENT.HSG.MG.A.2
Prove theorems about triangles. Theorems	Apply concepts of density based on area and
include: a line parallel to one side of a triangle	volume in modeling situations (e.g., persons per
divides the other two proportionally, and	square mile, BTUs per cubic foot).*
conversely; the Pythagorean Theorem proved	CCSS.MATH.CONTENT.HSG.MG.A.3
using triangle similarity.	Apply geometric methods to solve design
CCSS.MATH.CONTENT.HSG.SRT.B.5	problems (e.g., designing an object or structure to
Use congruence and similarity criteria for triangles	satisfy physical constraints or minimize cost;
to solve problems and to prove relationships in	working with typographic grid systems based on
geometric figures.	ratios).*

	Semester 2: Unit 8	Semester 2: Unit 9
Unit Topic Overview	Circles	Geometric Measurements
Learning Objectives	 Given a quadratic equation, SWBAT solve by using completing the square and identify when to use this technique to solve. Given the equation of a quadratic function of the form y = ax² + bx + c, SWBAT graph the equation by converting the equation into vertex form by completing the square. Given the equation of a parabola (including x = y²), SWBAT graph the equation by converting the equation by converting the square. Given the equation of a circle, SWBAT identify the key characteristics; Given the characteristics or a graph of a circle, SWBAT write an equation of the circle in standard form. Given a non-standard form equation of a circle or parabola, SWBAT classify the type of 	 Given the measurements of a prism or cylinder, SWBAT calculate its volume by applying formulas. Given the volume of a prism, cylinder, or wedge of a cylinder, SWBAT find missing measurements by writing and solving equations. SWBAT solve real-world problems involving the volume of prisms & cylinders by applying correct formulas. Given the measurements of a prism or cylinder, SWBAT calculate its lateral or surface area by applying formulas. Given the surface area of a prism or cylinder, SWBAT find missing measurements by writing & solving equations. SWBAT solve real-world problems involving the surface area of prisms or cylinder, SWBAT find missing measurements by writing & solving equations.

	 conic section, convert to standard form by completing the square, and identify its key characteristics. Given arcs and central angles of circles, SWBAT find their measures by applying properties of central angles and the arc addition postulate. Given a sector of a circle or a problem situation that can be modeled as a sector of a circle, SWBAT find the area/circumference of the sector by applying formulas. Given angles inscribed on a circle, SWBAT find the measures of the angles by applying the inscribed angles theorems. Given a triangle inscribed in a circle, SWBAT find angles of the triangle or measures of the circle by applying theorems about triangles and circles. Given a quadrilateral inscribed in a circle, SWBAT find angles of the triangle by applying theorems about triangles and circles. Given intersecting chords, tangents, and secants on circles, SWBAT find missing angle measures by applying theorems and writing equations. Given a line or lines tangent to a circle, SWBAT use properties of tangents to perform indirect measurements. Given intersecting chords, tangents, and secants on circles, SWBAT find missing segment lengths by applying theorems and writing equations. 	 applying correct formulas. Given a prism or cylinder, SWBAT explain why the actual surface area and volume of the solid may not exactly match the quantity calculated using formulas. Given the measurements of a pyramid or cone, SWBAT calculate its volume by applying formulas; Given the volume of a pyramid or cone, SWBAT find missing measurements by writing and solving equations. Given the measurements of a pyramid or cone, SWBAT calculate its surface area or lateral area by applying formulas; Given the surface or lateral area of a pyramid or cone, SWBAT find missing measurements by writing and solving equations. Given the measurements of a sphere, SWBAT calculate its volume by applying formulas; Given the measurements of a sphere, SWBAT calculate its volume by applying formulas; Given the volume of a sphere, SWBAT find missing measurements by writing and solving equations. Given open-ended real-world problems, SWBAT calculate the volume of composite solids and solve related problems by applying formulas. SWBAT interpret formulas and make generalizations about the volumes of pyramids, prisms, cones, and cylinders with related base measurements and heights. SWBAT determine which of several options is the "best deal" by applying surface area and volume formulas and calculating unit rates. Given a shape, SWBAT describe the solid formed by rotating the given shape about the designated axis; Given a solid, SWBAT describe a cross-section taken parallel to the base. SWBAT describe the effects of scale factor on length, area, and volume.
Questions	what is the completing the square technique and when do we use it? How do we convert a quadratic function into vertex form for graphing? What is the relationship between the equation and the key characteristics of a circle? Given an equation in non-standard form, how do	How do we calculate the volume of a prism or cylinder? How can we use the volume of a prism, cylinder, or wedge of a cylinder to find missing measurements? How can we solve real-world problems involving the volume of prisms and cylinders?

	you identify the type of conic section, convert it to standard form, and identify its key characteristics? What relationships/properties do arcs and central angles have? How do you find the area and circumference of a sector of a circle? How do we find the measure of inscribed angles? How can we use theorems to find angles of the triangle or measures of the circle given a triangle inscribed in a circle? How can we use theorems to find angles of the triangle given a quadrilateral inscribed in a circle? How can we use theorems and algebraic thinking to find missing angle measures given intersecting chords, tangents, and secants? How can we use theorems and algebraic thinking to find missing segment lengths given intersecting chords, tangents, and secants?	How do we calculate the lateral or surface area of a prism or cylinder? How can we use the surface area of a prism or cylinder to find missing measurements? How can we solve real-world problems involving the surface area of of prisms and cylinders? Why don't actual surface area and volume always match the answers calculated using the formulas? How do we calculate the volume of a pyramid or cone? How can we use the volume of a pyramid or cone to find missing measurements? How do we calculate the lateral or surface area of a pyramid or cone? How can we use the surface area of a pyramid or cone to find missing measurements? How can we use the surface area of a pyramid or cone to find missing measurements? How can we use the volume of a sphere? How can we use the volume of a sphere to find missing measurements? How can we use the volume of a sphere to find missing measurements? How can we use the volume of a sphere to find missing measurements? How can we use the volume of a sphere to find missing measurements? How can we use surface area and volume to be smart shoppers? How can we calculate masses and volume to be smart shoppers? How can we calculate masses and volume involving density? How do we form solids by rotation? What is a cross-section? How does scale factor affect length, area, and volume?
Enduring Understandings	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.	Geometric and algebraic procedures are interconnected and build on one another. Two- and three-dimensional objects can be classified, described, and analyzed by their geometric attributes using a variety of strategies, tools, and technologies. Congruent geometric figures can be mapped onto one another by a single transformation or by a sequence of consecutive transformations. These transformations can occur on or off the coordinate plane. Proof is a justification that is logically valid based on definitions, postulates, and theorems. Analyzing geometric relationships through the writing of proofs develops reasoning and justification skills. Effective mathematical arguments involve both concise language and clear reasoning, in the form of closely related steps justified by relevant evidence.

	All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.	All constructions are based on geometric properties of congruence. Measurements (both direct and indirect) can be made to describe, compare, and make sense of real-life objects. Geometric measurements can be represented in algebraic expressions and equations.
Key Terms	 circle concentric circles radius diameter chord circumference arc minor arc major arc congruent arcs adjacent arcs adjacent arcs arc length semicircle subtended arc central angle sector inscribed angle inscribed polygon circumscribed circle of a polygon tangent point of tangency common tangent 	 perimeter circumference area solid face edge vertex base altitude slant height net cross-section volume surface area prism right prism oblique prism cube cylinder pyramid cone sphere density
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 4/28/21	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 6/2/21
Essential Classroom Content	Achievement First Curriculum	Achievement First Curriculum
Technology Applications	Coming Soon	Coming Soon
Essential Standards	<u>CCSS.MATH.CONTENT.HSG.GPE.A.1</u> Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. <u>CCSS.MATH.CONTENT.HSG.C.A.1</u> Prove that all circles are similar. <u>CCSS.MATH.CONTENT.HSG.C.A.2</u> Identify and describe relationships among inscribed angles, radii, and chords. Include the	<u>CCSS.MATH.CONTENT.HSG.GMD.A.1</u> Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments. <u>CCSS.MATH.CONTENT.HSG.GMD.A.2</u> (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle. <u>CCSS.MATH.CONTENT.HSG.C.A.3</u> Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle. <u>CCSS.MATH.CONTENT.HSG.C.A.4</u> (+) Construct a tangent line from a point outside a given circle to the circle. <u>CCSS.MATH.CONTENT.HSG.C.B.5</u> Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	CCSS.MATH.CONTENT.HSG.GMD.A.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.* CCSS.MATH.CONTENT.HSG.GMD.B.4 Identify the shapes of two-dimensional cross- sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects. CCSS.MATH.CONTENT.HSG.GMD.B.5 (CA) Know that the effect of a scale factor <i>k</i> greater than zero on length, area, and volume is to multiply each by <i>k</i> , <i>k</i> ^2, and <i>k</i> ^3, respectively; determine length, area and volume measures using scale factors. CCSS.MATH.CONTENT.HSG.C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector. CCSS.MATH.CONTENT.HSG.MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* CCSS.MATH.CONTENT.HSG.MG.A.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
	properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).* <u>CCSS.MATH.CONTENT.HSG.MG.A.2</u> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).* <u>CCSS.MATH.CONTENT.HSG.MG.A.3</u> Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Notes:

The following standards are not covered in Geometry because they are covered in Trigonometry: <u>CCSS.MATH.CONTENT.HSG.SRT.D.10</u> <u>CCSS.MATH.CONTENT.HSG.SRT.D.11</u> <u>CCSS.MATH.CONTENT.HSG.GPE.A.2</u>

If time allows, include Introduction to Probability & Statistics Unit. Cover the following standards: <u>CCSS.MATH.CONTENT.HSS.CP.A.2</u> <u>CCSS.MATH.CONTENT.HSS.CP.A.3</u> <u>CCSS.MATH.CONTENT.HSS.CP.A.4</u> <u>CCSS.MATH.CONTENT.HSS.CP.A.5</u> <u>CCSS.MATH.CONTENT.HSS.CP.B.6</u> <u>CCSS.MATH.CONTENT.HSS.CP.B.7</u> <u>CCSS.MATH.CONTENT.HSS.CP.B.8</u> <u>CCSS.MATH.CONTENT.HSS.CP.B.9</u> <u>CCSS.MATH.CONTENT.HSS.CP.B.9</u> <u>CCSS.MATH.CONTENT.HSS.MD.B.6</u> CCSS.MATH.CONTENT.HSS.MD.B.7

Algebra 2 Scope & Sequence

August 2020



Unit 0: Fortune Culture (1 Week)	Unit 4: Recursive Functions (4 Weeks)	
Unit 1: Foundations (6 Weeks)	Unit 5: Inverse Functions - Logarithms (4 weeks)	
Unit 2: Polynomial Functions (4 Weeks)	Unit 6: Trigonometric Functions (4 weeks)	
Unit 3: Rational Functions (4 Weeks)	Unit 7: Modeling with Functions (3 weeks)	
Semester 1 Review & Final Exam (2 Weeks)	Unit 8: Review & Preview (4 weeks)	
	Semester 2 Review & Final Exam (2 weeks)	

	Semester 1: Unit 0	Semester 1: Unit 1
Unit Topic Overview	Fortune Culture: First 10 Days	Foundations
Key Ideas		 Rounding Fractions Perfect Squares & Cubes Radicals Simplify Radicals Exponents Properties of Real Numbers Order of Operations Solving Linear Equations Solving Quadratic Equations The Quadratic Formula Relations and Functions Graphs of Functions Graphs of Horizontal and Vertical Lines Diamond Problems Factoring Greatest Common Factor Factor By Grouping Factor Special Products General Strategy for Factoring Polynomials
Essential Questions		How do you correctly round? How do you add, subtract, multiply and divide fractions? What are the first 13 perfect squares and first 10

	 perfect cubes? How do you simplify radicals? What are the exponent rules? How do we apply the commutative, associative, and distributive properties? How do we use the properties of identity, inverse, and zero? How do you solve linear equations? How do you solve quadratic equations? When and how do you use the quadratic formula? What is a relation? When is a relation a function? What are the key properties of graphs of functions? What are the essential elements of a complete graph? What do the graphs and equations of horizontal and vertical lines look like? How do you solve diamond problems? What does it mean to factor and how do you do it? How can you check your work when factoring?
Relevance	These topics are <u>essential</u> for students to master before continuing to polynomial, rational, recursive, inverse, and trigonometric functions. We will put in the hard work early so that when the time comes, these skills don't act as a barrier to understanding the new content in a deep and meaningful way.
Enduring Understandings	Scholars will be able to flexibly work with real numbers, linear and quadratic equations, functions, graphs of functions, and factoring.
Key Terms	 real number linear equation quadratic equation relation function factor factoring
Assessments	Formative Assessments: Do Nows, Exit Tickets, Summative Assessments: Real Numbers Quiz, Solving Linear & Quadratic Equations Quiz, Functions & Graphing Quiz, Factoring Quiz
Essential Classroom Content	OpenStax Intermediate Algebra 2e Chapter 1 Foundations OpenStax Intermediate Algebra 2e Chapter 2 Solving Linear Equations OpenStax Intermediate Algebra 2e Chapter 3 Graphs and Functions OpenStax Intermediate Algebra 2e Chapter 6 Factoring

Technology Applications	None
Technology Applications Essential Standards	None $\frac{CCSS.MATH.CONTENT.HSN.RN.A.1}{Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5. CCSS.MATH.CONTENT.HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. CCSS.MATH.CONTENT.HSA.REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. CCSS.MATH.CONTENT.HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. CCSS.MATH.CONTENT.HSA.REI.B.4 Solve quadratic equations in one variable. CCSS.MATH.CONTENT.HSA.REI.B.4 Solve quadratic equations by inspection (e.g., for x^2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.Recognize when the quadratic formula gives complex solutions and write them as a \pm bi for real$
	numbers <i>a</i> and <i>b</i> . <u>CCSS.MATH.CONTENT.HSF.IF.A.1</u> Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <i>f</i> is a function and <i>x</i> is an element of its domain, then <i>f</i> (<i>x</i>) denotes the output of <i>f</i> corresponding to the input <i>x</i> . The graph of <i>f</i> is the graph of the equation $y = f(x)$. <u>CCSS.MATH.CONTENT.HSF.IF.C.7</u> Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* <u>CCSS.MATH.CONTENT.HSA.SSE.B.3</u> Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

	Semester 1: Unit 2	Semester 1: Unit 3
Unit Topic Overview	Polynomial Functions	Rational Functions
Key Ideas	 Add, subtract, multiply, divide, and factor polynomials. Analyze and graph polynomial functions. Evaluate polynomial functions and solve polynomial equations. Find factors and zeros of polynomial functions. Model with polynomials. 	 Simplify rational expressions. Graph rational functions. Solve direct, joint, and inverse variation problems. Solve rational equations and inequalities.
Essential Questions	 What is a polynomial? How do you add, subtract, multiply, and simplify a polynomial? How do you divide polynomials? What do graphs of polynomials look like? How is the graph of a polynomial related to the algebraic representation of the polynomial? How do you graph polynomial functions? What are key features of graphs of polynomial functions? What is a complex number? How do you add, subtract, and multiply complex numbers? [No textbook section for this lesson.] What are the polynomial identities? How do we prove they are true? When are these polynomial identities apply to complex numbers? How do you solve polynomial equations by factoring? Do all polynomials have all real solutions? [Only solve quadratic equations that have complex solutions.] What is the Remainder Theorem and why is it useful? What does the Fundamental Theorem of Algebra state? How do you identify the zeros of a polynomial and why are they useful? How do you find all the rational zeros of a polynomial function? 	How do you multiply, divide, and simplify rational expressions? How do you add and subtract rational expressions? What are reciprocal functions? (What are the key features of graphs of reciprocal functions) How are those features related to the algebraic representation of that function?) What happens when you change the parent reciprocal function? How do you graph rational functions? How can you use rational functions to solve problems? (A-CED.1 & A-CED.2) How do you solve rational equations and inequalities?
Relevance	Polynomial functions are used in a variety of real- world contexts. Polynomial functions can be used to model the trajectory of projectiles in physics, the behavior of bacteria in medicine, the shapes of bridges and roller coasters in engineering, markets in economics, and traffic patterns in transportation.	Rational functions are used in a variety of real-world contexts. A rational function describes the relationship between distance, time, and speed. In medicine, a rational function describes how medicine concentration varies over time in the human body. In economics, a rational function describes the average cost of producing an item, as

		well as the rate of production of an item based on the number of workers and the rate at which each worker works. In electrical engineering, a rational function describes the relationship between voltage and current of a light. In chemistry, a rational function describes the relationship between the pressure and volume of a gas. Lumen: Rational Functions in Medicine
Enduring Understandings	Polynomial functions can be used to model and solve real-world problems. Apply skills learned in this unit to accurately sketch a graph of a polynomial function (including labeling zeros, local maximum and minimum, and identifying end behavior).	Rational functions can be used to model and solve real-world problems. Apply skills learned in this unit to accurately solve problems that include writing a function and making an accurate graph. Explain how the vertical asymptotes on a graph, the algebraic representation, and the domain of rational functions are related.
Key Terms	 simplify degree of a polynomial synthetic division polynomial in one variable leading coefficient polynomial function power function end behavior relative maximum relative minimum extrema turning points prime polynomials quadratic form synthetic substitution depressed polynomial 	 rational expression complex fraction reciprocal functions hyperbola rational function vertical asymptote oblique asymptote point discontinuity rational equation weighted average rational inequality
Assessments	Friday Quizzes Polynomial Mini-Project Unit Test Post-Unit Problems	Friday Quizzes Unit Test Post-Unit Problems
Pre- and Post- Unit Problems	Polynomial Functions Pre- & Post-Unit Problems	Rational Functions Pre- & Post-Unit Problems
Essential Classroom Content	Integrated Math 3 Chapters 4 & 5	Integrated Math 3 Chapter 7 (McGraw Hill Education, 2012) ESM Task (for A-CED.1 & A-CED.2)
Technology Applications	Khan Academy: Polynomial Arithmetic Khan Academy: Polynomial Identities Khan Academy: Polynomial Factorization Khan Academy: Polynomial Division Khan Academy: Polynomial Graphs	Khan Academy: Rational Functions

Essential Standards	CCSS.MATH.CONTENT.HSA.APR.A.1 (A-APR.1) Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. CCSS.MATH.CONTENT.HSA.APR.D.6 (A-APR.6) Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system. CCSS.MATH.CONTENT.HSF.IF.C.7.C (F-IF.7c) Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. CCSS.MATH.CONTENT.HSA.APR.C.4 (A-APR.4) Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity ($x2 + y2$)2 = ($x2 - y2$)2 + ($2xy$)2 can be used to generate Pythagorean triples. CCSS.MATH.CONTENT.HSN.CNC.8 (N-CN.8) (+) Extend polynomial identities to the complex numbers. For example, rewrite $x2 + 4$ as ($x + 2i$)($x - 2i$). CCSS.MATH.CONTENT.HSA.APR.B.2 (A-APR.2) Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if ($x - a$) is a factor of $p(x)$. CCSS.MATH.CONTENT.HSN.CN.C.9 (N-CN.9) (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials. CCSS.MATH.CONTENT.HSN.APR.B.3 (A-APR.3) Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	CCSS.MATH.CONTENT.HSA.APR.D.7 (A-APR.7) (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions. CCSS.MATH.CONTENT.HSF.BF.B.3 (F-BF.3) Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. CCSS.MATH.CONTENT.HSF.IF.C.7.D (F-IF.7d) (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. CCSS.MATH.CONTENT.HSA.CED.A.1 (A-CED.1) Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. CCSS.MATH.CONTENT.HSA.CED.A.2 (A-CED.2) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. CCSS.MATH.CONTENT.HSA.REI.A.2 (A-REI.2) Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

	Semester 2: Unit 4	Semester 2: Unit 5
Unit Topic Overview	Recursive Functions	Inverse Functions - Logarithms
Key Ideas	• Use arithmetic and geometric sequences	• Find compositions and inverses of

	 and series. Use special sequences and iterate functions. Expand powers by using the Binomial Theorem. Optional: Prove statement by using mathematical induction. (MP3.1 CA) 	 functions. Graph and analyze square root functions and inequalities. Simplify and solve equations involving roots, radicals, and rational exponents. Graph exponential and logarithmic functions. Solve exponential and logarithmic equations and inequalities. Solve problems involving exponential growth and decay.
Essential Questions	What are arithmetic and geometric sequences and how are they related to functions? How can you represent an arithmetic sequence using an equation? When is an equation useful? What happens when you add up the terms of an arithmetic sequence? How do you represent that mathematically? How can you represent a geometric sequence using an equation? When is an equation useful? What happens when you add up the terms of a geometric sequence? How do you represent that mathematically? What is Pascal's triangle? What does the Binomial Theorem state and why is it useful? Optional: How do you prove a statement using mathematical induction?	How do you add, subtract, multiply and divide functions? What happens if you put the output of one function as the input of another function? What is an inverse relation and how do you obtain it? How do you know if two functions or relations are inverses? How do you graph a square root function? What happens when you change the parent square root function? How do you simplify radicals? How can you tell how many real <i>n</i> th roots there are? How do you simplify radical expressions? How do you add, subtract, multiply, and divide radical expressions? How can you write radicals using exponents? How do you solve equations and inequalities containing radicals? What is a logarithm? How do you evaluate logarithms? How do you graph logarithmic functions? [Include using the definition of logarithms to translate between logarithms in any base.] How do you solve logarithmic equations and inequalities? What are the logarithmic properties and when/how do you use them? Why are logarithmic properties true? How do you solve exponential equations and inequalities? What is the change of base formula and why is it useful? e is a number?!? What is the natural logarithm and why is it useful? How do you solve problems involving exponential growth, exponential
Relevance	Chemists, doctors, archaeologists, and nuclear scientists all use half-life, which is a geometric	In Calculus, you must be savvy at simplifying radical expressions and performing operations on them.

	sequence, in their fields. A famous sequence called the Fibonacci sequence manifests itself in nature.	Exponential and logarithmic functions are used to model computer viruses, populations, bacteria growth, cell division, astronomy, tornadoes and earthquakes.
Enduring Understandings	Arithmetic sequences are constructed by adding a constant value to the previous term and geometric sequences are constructed by multiplying a constant value to the previous term. Graphically, arithmetic sequences are discontinuous (discrete) lines and geometric sequences are discontinuous	Radicals that appear to be very complex can be manipulated and simplified. Logarithms are the inverse of exponential functions, and are necessary in order to solve problems involving an exponential function, which often arise in our world.
Key Terms	 sequence finite sequence infinite sequence arithmetic sequence common difference geometric sequence common ratio arithmetic means series arithmetic series partial sum geometric means geometric series mathematical induction (optional) induction hypothesis (optional) 	 composition of functions inverse relation inverse function square root function radical function radical sign index radicand radicand rationalizing the denominator conjugates radical equation extraneous solution radical inequality
Assessments	Friday Quizzes Unit Test	Friday Quizzes Unit Test
Pre- and Post- Unit Problems		Inverse Functions Pre- & Post-Unit Problems
Essential Classroom Content	Integrated Math 3 Chapter 9 (McGraw Hill Education, 2012) ESM Curriculum (Rabbits Task, Handshake Task)	Integrated Math 3 Chapters 5 & 6 (McGraw Hill Education, 2012) ESM Curriculum
Technology Applications	G is for Googol: A Math Alphabet Book (D. Schwartz)	Khan Academy: Logarithms
Essential Standards	<u>CCSS.MATH.CONTENT.HSF.IF.B.4</u> (F-IF.4) For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch	<u>CCSS.MATH.CONTENT.HSF.BF.A.1.B</u> (F-BF.1b) Combine standard function types using arithmetic operations. <u>CCSS.MATH.CONTENT.HSF.BF.B.4</u> (F-BF.4)

graphs showing key features given a verbal	Find inverse functions.
description of the relationship. Kev features	CCSS.MATH.CONTENT.HSF.BF.B.4.A (F-BF.4a)
include: intercepts; intervals where the function is	Solve an equation of the form $f(x) = c$ for a simple
increasing, decreasing, positive, or negative:	function f that has an inverse and write an
relative maximums and minimums: symmetries:	expression for the inverse. For example, $f(x) = 2 \times 3$
end behavior: and periodicity.	or $f(x) = (x+1)/(x-1)$ for $x \neq 1$
CCSS MATH CONTENT HSA CED A 4 (A-CED 4)	CCSS MATH CONTENT HSE BE B 4 B (E-BE 4b)
Rearrange formulas to highlight a quantity of	(+) Verify by composition that one function is the
interest using the same reasoning as in solving	inverse of another
equations. For example, rearrange Obm's law V -	CCSS MATH CONTENT HSE BE B 4 C (E-BE 4c)
IP to highlight resistance P +	(+) Read values of an inverse function from a graph
	or a table, given that the function has an inverse
CC33.WATH.CONTENT.H3A.33E.B.4	CCSS MATH CONTENT HSE IE C 7 B (E-IE 7b)
competitie series (when the common ratio is not 1)	Graph square root, cube root, and piecewise-
and use the formula to solve problems. For	defined functions including step functions and
and use the formula to solve problems. For	absolute value functions
	CCSS MATH CONTENT HSE RE B 3 (E-RE 3)
(1) Know and apply the Pinemial Theorem for the	Identify the effect on the graph of replacing f(x) by
(+) Know and apply the Binomial Theorem for the	f(x) + k k f(x) f(kx) and $f(x + k)$ for specific values of
expansion of $(x + y)n$ in powers of xand y for a	k (both positive and negative): find the value of k
with coefficients determined for example by	given the graphs. Experiment with cases and
Pascal's Triangle	illustrate an explanation of the effects on the graph
	using technology. Include recognizing even and
Recognize that sequences are functions	odd functions from their graphs and algebraic
sometimes defined recursively, whose domain is a	expressions for them.
subset of the integers. For example, the Fibonacci	CCSS.MATH.CONTENT.HSA.SSE.A.2 (A-SSE.2)
subset of the integers. For example, the ribohacci sequence is defined recursively by $f(0) = f(1) = 1$	Use the structure of an expression to identify ways
f(n+1) = f(n) + f(n-1) for $n > 1$	to rewrite it.
	CCSS.MATH.CONTENT.HSF.IF.C.7.E (F-IF.7e)
	Graph exponential and logarithmic functions,
	showing intercepts and end behavior, and
	trigonometric functions, showing period, midline,
	and amplitude.
	CCSS.MATH.CONTENT.HSF.LE.A.4 (F-LE.4)
	For exponential models, express as a logarithm the
	solution to $abct = d$ where $a, c, and dare numbers$
	and the base <i>b</i> is 2, 10, or <i>e</i> ; evaluate the logarithm
	using technology.
	F-LE.4.2 (CA)
	Use the definition of logarithms to translate
	between logarithms in any base.
	<u>F-LE.4.1 (CA)</u>
	Prove simple laws of logarithms.
	<u>F-LE.4.3 (CA)</u>
	Understand and use the properties of logarithms to
	simplify logarithmic numeric expressions and to
	identify their approximate values.

Semester 2: Unit 6	Semester 2: Unit 7

Unit Topic Overview	Trigonometric Functions	Modeling with Functions
Key Ideas	 Find values of trigonometric functions. Solve problems by using right triangle trigonometry. Solve triangles by using the Law of Sines and Law of Cosines. Graph trigonometric functions. Use and verify trigonometric identities. Use the sum and difference of angle identities. Use the double- and half-angle identities. Solve trigonometric equations. 	Use polynomial, rational, trigonometric, recursive, and logarithmic functions to model a contextual situation by solving a problem and representing the problem and solution in multiple ways.
Essential Questions	What is trigonometry? What are the six trigonometric functions and what are they used for? What is a radian? How are angles measured on the coordinate plane? How can you find values of trigonometric functions for general angles and by using reference angles? What is the sign of each trigonometric function in each quadrant of the coordinate plane? (How are the signs of tan, csc, sec, and cot related to the signs of sin and cos?) How can you use trigonometry to find the area of a triangle? What is the Law of Sines and when is it useful? What is the Law of Cosines and when is it useful? What is the unit circle and why is it important? Why are sine and cosine periodic functions and how is this feature useful in evaluating trigonometric functions? How do you graph the six trigonometric functions? How are those graphs related to the unit circle? (F- TF.4) What happens when you change the parent trigonometric functions? How can you use trigonometric functions (including their inverse) to solve problems? What are the inverse trigonometric functions (including their inverses) to solve problems? What are the sum and difference of angle identities? How are they used? Why are they true*? (*???) What are the double-angle and half-angle identities? How are they used?	What does the algebraic representation mean in the context of the problem? How can you solve the problem algebraically? How can you represent this problem graphically? What features are important to include in a graph that models a contextual problem? How can you solve this problem graphically? What does the solution mean in the context of the problem? How do you graph cube root, and piecewise- defined functions? [Include step functions.] What is absolute value and how is the absolute value function graphed? How can we use absolute value to solve problems?

	How do you solve trigonometric equations?	
Relevance	Trigonometry plays an important role in engineering and architectural fields. Sound engineers and digital music composers who create music using a computer rely on the basic laws of trigonometry, because since a computer can not listen to music the way people can, it represents the music mathematically. Digital imaging uses trigonometry (triangles, in particular) to create a detailed and accurate image. This kind of imaging is used in medicine for CAT and MRI scans, which help doctors to make diagnoses and treatment plans. Trigonometry can be used to measure the height of mountains, which is an important aspect to consider when designing an airplane or navigating through the air. <u>Math Worksheets Center: 10 Everyday Reasons</u> why Trigonometry is Important in Your Life	When career professionals solve math problems, the problems they are given do not look like those on a typical math test. The problems aren't numbered, and there certainly aren't parts separated out by letter. Instead, they are given a contextual situation and it is their job to get to the finish line. In this unit, students will get a similar experience, with a few guidelines. Scholars will be challenged to approach mathematical problem-solving as a story that needs telling. Like all good stories, it will start with a problem and end with a resolution. Problem- solving is usually not a linear process, and students will document their "dead-ends" as well to give the story some plot-twists.Students will fill their story with many different ways in which to think about the contextual problem (i.e. model it), including using a picture, a table, an algebraic representation, and a graph.
Enduring Understandings	Memorization of the unit circle is essential for success in later math courses, especially Calculus. The six basic trigonometric functions are unequivocally tied to the unit circle and right triangles.	Problem solving is a messy but beautiful process. When modeling problems are solved well, there are many different ways to represent the problem/solution, all of which should be tied back to the context of the problem.
Key Terms	 trigonometry sine cosine tangent periodic function period cosecant angle of depression standard position Law of Sines Law of Cosines unit circle unit circle unit circle circular function period trigonometric equation 	• Mathematical modeling
Assessments	Friday Quizzes Mid-Unit Quest (A quest is bigger than a quiz, but smaller than a test.) Unit Test	Friday Quizzes Unit Project: Problem Solving Storybook Unit Test

	Post-Unit Problems	
Pre- and Post- Unit Problems	Trig Functions Pre- & Post-Unit Problems	N/A
Essential Classroom Content	<i>Integrated Math 3</i> Chapters 11 & 12 (McGraw Hill Education, 2012) MATH 423 Final Product Unit 3 "What is a radian?"	ESM Curriculum
Technology Applications	<u>Trig Identity Matching Activity</u> <u>Trig Identity Online Matching Game</u>	Interviews of career professionals solving math problems
Essential Standards	CCSS.MATH.CONTENT.HSF.TF.A.1 (F-TF.1) Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. CCSS.MATH.CONTENT.HSF.TF.A.2 (F-TF.2) Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. CCSS.MATH.CONTENT.HSF.IF.C.7.E (F-IF.7e) Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline. and amplitude. F-TF.2.1 (CA) Graph all 6 basic trigonometric functions. CCSS.MATH.CONTENT.HSF.TF.A.4 (F-TF.4) (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. CCSS.MATH.CONTENT.HSF.BF.B.3 (F-BF.3) Identify the effect on the graph of replacing $f(x)$ by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative): find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. CCSS.MATH.CONTENT.HSF.TF.B.5 (F-TF.5) Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★ CCSS.MATH.CONTENT.HSF.TF.C.9 (F-TF.9)* (*???) (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	CCSS.MATH.CONTENT.HSA.SSE.A.1 (A-SSE.1) Interpret expressions that represent a quantity in terms of its context. \star CCSS.MATH.CONTENT.HSA.SSE.A.1.A (A-SSE.1a) Interpret parts of an expression, such as terms, factors, and coefficients. \star CCSS.MATH.CONTENT.HSA.SSE.A.1.B (A-SSE.1b) Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P. \star CCSS.MATH.CONTENT.HSA.CED.A.1 (A-CED.1) Create equations and inequalities in one variable and use them to solve problems. <i>Include equations</i> <i>arising from linear and quadratic functions, and</i> <i>simple rational and exponential functions.</i> \star CCSS.MATH.CONTENT.HSA.CED.A.2 (A-CED.2) Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. \star CCSS.MATH.CONTENT.HSA.CED.A.3 (A-CED.3) Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and by systems of equations and/or inequalities, and by systems of equations of different foods. \star CCSS.MATH.CONTENT.HSA.CED.A.4 (A-CED.4) Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. \star Note: For standards A-CED.1, A-CED.2, A-CED.3, and A-CED.4 use equations of all available types, including simple root functions.) CCSS.MATH.CONTENT.HSF.IF.B.4 (F-IF.4)

For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. *

CCSS.MATH.CONTENT.HSF.IF.B.5 (F-IF.5) Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. *

CCSS.MATH.CONTENT.HSF.IF.B.6 (F-IF.6) Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ★

CCSS.MATH.CONTENT.HSF.BF.A.1 (F-BF.1) Write a function that describes a relationship between two quantities. ★

CCSS.MATH.CONTENT.HSF.BF.A.1.B (F-BF.1b) Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. ★

CCSS.MATH.CONTENT.HSF.IF.C.7 (F-IF.7) Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. ★

CCSS.MATH.CONTENT.HSF.IF.C.7.B (F-IF.7b) Graph square root, cube root, and piecewisedefined functions, including step functions and absolute value functions.

A-REI.3.1 (CA)

Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context.

CCSS.MATH.CONTENT.HSA.REI.D.11

Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x)intersect are the solutions of the equation f(x) =q(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of

values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. \bigstar

	Semester 2: Unit 8	
Unit Topic Overview	Review & Preview	
Key Ideas	Cover onesy-twosy standards that were not covered in previous units. Provide students with a foundation in statistics to set them up for success in their college Statistics class in 12th grade.	
Essential Questions	How can you algebraically change the equation of a line, parabola, and circle to an equivalent expression? Why is this process helpful? How can you compare properties of two functions each represented in a different way? What is statistics? [Include models and simulations.] How can statistics help you to be a critical thinker? How can statistics help you to make fair decisions? What is a normal distribution? How do you fit a data set to a normal distribution and to estimate population percentages using a variety of tools? For what type of data sets is this procedure appropriate? What is the purpose of sample surveys, experiments, and observational studies? How are they similar? How are they different? How does randomization relate to each? What can a sample survey tell you about a population? How accurate is it? What can a randomized experiment tell you about two treatments? How do you know if the differences are significant?	
Relevance	Sometimes you need to look at something a different way in order to learn something from it. The same is true for math. Different forms of equations provide different information, and we should be able to fluidly move between different forms based on what information we are looking for. Remember, work smarter, not harder! Statistics is everywherein the news, articles, marketing, medicine, etc. Understanding the basic principles of statistics helps us to be informed citizens, consumers, and critical thinkers.	

Enduring Understandings	Students will understand what statistics is, and understand that it is based on random processes. They will be able to identify when statistics can be relied upon and when methods should be questioned.	
Key Terms	 statistics probability sample randomization / random sampling simulation model sample survey experiment observational study population mean population proportion margin of error 	
Assessments	Friday Quizzes Unit Test	
Pre- and Post- Unit Problems	Coming soon	
Essential Classroom Content	<i>Integrated Math 2</i> Chapter 13, Sections 1, 4, 5?, 6? (McGraw Hill Education, 2012)	
Technology Applications	Mr. Miller's Statistics Articles <u>Khan Academy: Probability</u> <u>Khan Academy: Study Design</u> <u>Khan Academy: Standard Deviation</u>	
Essential Standards	<u>CCSS.MATH.CONTENT.HSF.IF.C.8</u> (F-IF.8) Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. <u>CCSS.MATH.CONTENT.HSF.IF.C.9</u> (F-IF.9) Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. <u>G-GPE.3.1 (CA)</u> Given a quadratic equation of the form $aax^2 + by^2 + cx + dy + e = 0$, use the method for completing the square to put the equation into standard form; identify whether the graph of the equation is a circle or parabola and graph the equation. <u>CCSS.MATH.CONTENT.HSS.IC.A.1</u> (S-IC.1)	

Trigonometry Scope & Sequence

August 2020



Unit 0: Fortune Culture (1 Week)	Unit 5: Analytical Trigonometry (9 Weeks)	
Unit 1A: General Functions (2 Weeks)	Unit 6: Additional Topics in Trigonometry (3 Weeks)	
Unit 1B: Right Triangle Trigonometry (3 Weeks)	Unit 7: Financial Math (7 Weeks)	
Unit 2: Trigonometric Functions (3 Weeks)	Unit 8: Math in My Future Project (2 Weeks)	
Unit 3: Graphs of Trigonometric Functions (6 Weeks)	Semester 2 Portfolio (1 Week)	
Unit 4: The Conic Sections (2 Weeks)		
Semester 1 Portfolio (1 Week)		

	Semester 1: Unit 0	Semester 1: Unit 1A
Unit Topic Overview	Fortune Culture: First 10 Days	General Functions
Key Ideas		 The Definition of a Function Graphing Functions Including polynomials, exponentials, and logarithms Translations and transformations Methods of Combining Functions Inverses
Essential Questions		What is a function? How do you graph functions? What is an inverse?
Enduring Understandings		A function is a relation in which each input has exactly one output.
Assessments		Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Quiz 9/8/20
Essential Classroom Content		Trigonometry Student Text: Chapter 2
Technology		Blue Point Rule Desmos Activity

Applications	
Essential Standards	CCSS.MATH.CONTENT.HSF.IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If <i>f</i> is a function and <i>x</i> is an element of its domain, then <i>f</i> (<i>x</i>) denotes the output of <i>f</i> corresponding to the input <i>x</i> . The graph of <i>f</i> is the graph of the equation <i>y</i> = <i>f</i> (<i>x</i>). CCSS.MATH.CONTENT.HSF.IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* CCSS.MATH.CONTENT.HSF.BF.B.4 Find inverse functions.

	Semester 1: Unit 1B	Semester 1: Unit 2
Unit Topic Overview	Right Triangle Trigonometry	Trigonometric Functions
Key Ideas	 Trigonometric Functions of Acute Angles (sine, cosine, tangent) Reciprocal Functions (secant, cosecant, cotangent) Special Right Triangles Using Trigonometric Functions to find sides, angles, areas of triangles (and polygons, more generally) The Pythagorean Theorem With right triangles and trigonometric functions The Distance Formula Constructing Regular Polygons 	 Angle Measure and the Unit Circle Radians and degrees and units of measure of angles The Unit Circle Trigonometric Functions of Angles Coterminal Angles Reference Angles The Pythagorean Theorem and the Circle (via Trigonometric Functions) The Arc Length Formula Using Radians to Develop a More Natural Measure (than Degrees) Evaluating Trigonometric Functions at a Point (on the Unit Circle) Simplifying Trigonometric Expressions Converting Expressions to sine and cosine Developing the Pythagorean Identities Developing the Opposite-Angle Identities
Essential Questions	What are the trigonometric functions? How are the trigonometric functions related to right triangles? How are the distance formula, the Pythagorean Theorem, and the equation of a circle related? Will this relationship always be the same? How do you construct an equilateral triangle? A regular hexagon? A regular octagon? A regular pentagon?	What is a radian? What is the unit circle? How do you find reference angles? How do we evaluate trigonometric functions at a given angle using the unit circle? How are the other Pythagorean Identities derived?
-----------------------------------	---	---
Enduring Understandings	Trigonometric functions relate acute angles to a ratio of the side lengths of a triangle. Scaffolded exposure to proofs of trig identities.	Students can make sense of the unit circle, radian measure, and angles so that they could derive them when needed, rather than relying on memorization. Comfortability with radians.
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations, Writing Prompt (3.3.6) - Will we always find this same relationship between the Pythagorean Theorem , Distance Formula, and Equation of a Circle? Why or why not? Summative Assessment: End-of-Unit Quest 9/24/20	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Quest 10/13/20
Essential Classroom Content	Trigonometry Student Text: Chapter 3	Trigonometry Student Text: Chapter 4
Technology Applications	<u>Constructing Regular Polygons Lab Using the</u> <u>Desmos Geometry Tool</u>	Interactive Unit Circle Interactive Reference Angles
Essential Standards	CCSS.MATH.CONTENT.HSG.SRT.C.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. CCSS.MATH.CONTENT.HSG.SRT.C.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.* CCSS.MATH.CONTENT.HSG.SRT.B.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. CCSS.MATH.CONTENT.HSG.SRT.C.7 Explain and use the relationship between the sine and cosine of complementary angles. CCSS.MATH.CONTENT.HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and	<u>CCSS.MATH.CONTENT.HSF.TF.A.1</u> Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle. <u>CCSS.MATH.CONTENT.HSF.TF.A.2</u> Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle. <u>CCSS.MATH.CONTENT.HSF.TF.A.3</u> (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for x , $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.

straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. <u>CCSS.MATH.CONTENT.HSG.CO.D. 13</u> Construct an equilateral triangle, a square, and a	
Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	

	Semester 1: Unit 3	Semester 1: Unit 4
Unit Topic Overview	Graphs of Trigonometric Functions	The Conic Sections
Key Ideas	 Features of Periodic Graphs Period, Amplitude, Domain/Range and Properties Graphs of y = sin(x) and y = cos(x) on the Cartesian Plane Generating Points of the Graphs of y = sin(x) and y = cos(x) Transformations and Translations of Sine and Cosine Graphs Proving Sine Graph is Odd and Cosine Graph is Even General Graphs of y = Asin(Bx - C) and y = Acos(Bx - C) Graph of Tangent Domain/Range and Period Graphs of Reciprocal Trigonometric Functions 	 Basic Equations of the Conic Sections Definition of Focus and Directrix Translation of the Graphs of the Basic Conic Sections Graphing Conic on the Cartesian Plane
Essential Questions	What are period, amplitude, and phase shifts? How do changes in the period, amplitude and phase shift affect graphs? What do the graphs of $y = sin(x)$ and $y = cos(x)$ look like? What happens when we transform the graphs of y = sin(x) and $y = cos(x)$? What does the graph of $y = tan(x)$ look like? What do the graphs of $y = cot(x)$, $y = csc(x)$ and y = sec(x)look like?	What are the conic sections, and where do they get their collective name? What are the basic equations of the conic sections? What is a focus? What is a directrix? How do we use the technique of Completing the Square? Why is this technique useful? How do you graph conic sections?
Enduring Understandings	Fluency with graphing (in preparation for college mathematicsgraphing is one of the weakest skills students have when entering college calculus) Explain why the graphs of sine, cosine, and	The parabola, circle, ellipse, and hyperbola are all called conic sections because they come from a plane being intersected with a cone.

	tangent are what they are making connections to the unit circle. Explain why the graphs of cotangent, cosecant, and secant what they are making connections to the graphs of sine and cosine, and tangent.	
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Test 10/13/20	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: Semester 1 Portfolio
Essential Classroom Content	<u>Trigonometry Student Text: Chapter 5</u>	Trigonometry Student Text: Chapter 8
Technology Applications	Polygraph Game for Trig Functions Desmos Activity Graphing the Sine Function Using Amplitude, Period, and Vertical Translation Desmos Activity Marbleslides (Periodics) Desmos Activity	<u>Conics Desmos Activity Bundle</u>
Essential Standards	CCSS.MATH.CONTENT.HSF.TF.B.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.* CCSS.MATH.CONTENT.HSF.TF.A.4 (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions. CCSS.MATH.PRACTICE.MP7 Look for and make use of structure. CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.	CCSS.MATH.CONTENT.HSG.GPE.A.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. CCSS.MATH.CONTENT.HSG.GPE.A.2 Derive the equation of a parabola given a focus and directrix. CCSS.MATH.CONTENT.HSG.GPE.A.3 (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

	Semester 2: Unit 5	Semester 2: Unit 6
Unit Topic Overview	Analytical Trigonometry	Additional Topics in Trigonometry
Key Ideas	 Review of the Pythagorean Identities Review (and Proof) of the Cofunction Identities The Addition Formulas for Sine and Cosine Using Identities That Relate Sine and Cosine The Addition Formulas for Tangent Double-Angle and Half-Angle Formulas Product-to-Sum and Sum-to-Product Formulas for Sine and Cosine Odd and Even Functions Computing Values Using Identities Inverse Trigonometric Functions 	 Proving the Law of Sines and Cosines Additional Proofs with Trigonometric Functions Possible Additional Topics Fourier Series Vectors in the Plane Harmonic Motion

	 Graphs of Inverse Trigonometric Functions Justification of Domain Restrictions Simplifying Complex Equation with Inverses Determining if Statements are Identities Solving Algebraic Equations with Trigonometric Functions 	
Essential Questions	What are the cofunction identities? How do we prove the addition formulas for sine and cosine? How do we apply the identities that relate to sine and cosine? How do we show that is an identity? How do we prove the addition formulas for tangent? How do we prove the double-angle and half- angle formulas? Are sine and cosine odd, even or neither? When are the double angle, half angle, and cofunction identities useful? How do we use them? What are the inverse trigonometric functions and what are they used for? How do the properties of inverses from algebra apply to inverse trigonometric functions? What do the graphs of inverse trig functions look like? How are inverses useful in solving complex equations? How do we determine if a statement is an identity? How do we solve algebraic equations with trigonometric functions?	How do we prove the Law of Sines? How do we prove the Law of Cosines? How do we use the Law of Sines and the Law of Cosines to solve problems? What is the Law of Tangents? How can we prove identities that we already know in new ways (using geometry)?
Enduring Understandings	Students will grow in their proving abilities throughout this unit, incorporating new proof skills as they move through the workbook.	Students will not strictly memorize the Law of Sines and the Law of Cosines, but instead develop an understanding of where they came from and their usefulness in solving problems involving all triangles (not just right triangles).
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: Mid-Unit Quiz 1/19/21 & 2/9/21, End-of-Unit Test 3/4/21	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: End-of-Unit Quiz 3/25/21
Essential Classroom Content	Trigonometry Student Text: Chapter 6	Trigonometry Student Text: Chapter 7
Technology Applications	Coming Soon	Coming Soon
Essential	CCSS.MATH.CONTENT.HSF.TF.C.9	CCSS.MATH.CONTENT.HSG.SRT.D.11

Standards	 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems. <u>CCSS.MATH.CONTENT.HSF.TF.B.6</u> (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed. <u>CCSS.MATH.CONTENT.HSF.TF.B.7</u> (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.* <u>CCSS.MATH.PRACTICE.MP6</u> Attend to precision. 	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces). <u>CCSS.MATH.CONTENT.HSG.SRT.D.10</u> (+) Prove the Laws of Sines and Cosines and use them to solve problems. <u>CCSS.MATH.CONTENT.HSG.SRT.B.4</u> Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity. <u>CCSS.MATH.CONTENT.HSF.TF.C.8</u> Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to find sin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrant of the angle.
-----------	---	---

	Semester 2: Unit 7	Semester 2: Unit 8
Unit Topic Overview	Financial Math	Math in My Future Project
Key Ideas	 Understand how to model and analyze financial situations by exploring Index Funds for simple interest products Certificates of Deposit for compound interest products. Average rates of change Composition of functions in the context of amortization and annuitization. Build understandings that facilitate decisionmaking with regard to personal finances. Understand the potential impact of credit scores. Understand factors that should be considered when borrowing money. Explore the potential risks and benefits of different investment products. Investigate the effects of early investing. Create a personal budget. 	 Research mathematics topics that will be essential in future career/life. Solve mathematical problems related to future career/life. Discuss implications of mathematics on future career/life. Obtain fluency with a mathematical tool.
Essential Questions	What are credit scores? What types of loans are available to people? What reasons and options are there for saving and investing? What are your financial goals? What are the tipping expectations for common services? How do you fairly split a bill? How can we use percentages to be smart	How is math going to help me be successful in my future career/life? What mathematical tools are available to help me be successful?

	shoppers? What are APY and APR? How do you determine the best investment by comparing APYs? How does simple interest add up? What are the effects of simple interest and compound interest for various compounding periods? What is the relationship between interest earned and investment value over time? How can we use a composite function to model recurring deposits into an index fund? Is it better to invest a small amount now or a larger amount later? How can we use a composite function to model recurring deposits into an existing account earning simple interest? How does accrued interest affect repayment of a loan? What is the impact of making additional deposits to an existing investment account? What are the implications of only making minimum monthly payments on credit card debt? How do credit scores and interest rates impact auto loans? How do loan rate, lengths of loan, and down payment impact buying a house? How can I set myself up for financial success?	
Enduring Understandings	Students understand the connections between the mathematics they have learned and the financial literacy that is essential to a lifetime of fiscal well-being.	
Assessments	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: <u>Personal Finance Project</u>	Formative Assessments: Do Nows, Exit Tickets, Observations Summative Assessment: Math in My Future Video
Essential Classroom Content	ESM Student Handouts	N/A
Technology Applications	Coming Soon	Final Product: Students create a video summarizing their "Math in My Future" Projects
Essential Standards	<u>CCSS.MATH.CONTENT.HSN.RN.A.1</u> Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3	<u>CCSS.MATH.PRACTICE.MP4</u> Model with mathematics. <u>CCSS.MATH.PRACTICE.MP5</u> Use appropriate tools strategically. <u>CCSS.MATH.PRACTICE.MP6</u> Attend to precision.

	= 5(1/3)3 to hold, so (51/3)3 must equal 5.
	CCSS.MATH.CONTENT.HSN.RN.A.2
l	Rewrite expressions involving radicals and rational
	exponents using the properties of exponents.
	CCSS.MATH.CONTENT.HSN.RN.B.3
	Explain why the sum or product of two rational
	numbers is rational; that the sum of a rational
	number and an irrational number is irrational; and
	that the product of a nonzero rational number
	and an irrational number is irrational.
	CCSS.MATH.CONTENT.HSA.SSE.A.1
	Interpret expressions that represent a quantity in
	terms of its context.*
	CCSS.MATH.CONTENT.HSA.SSE.A.2
	Use the structure of an expression to identify ways
	to rewrite it. For example, see x4 - y4 as (x2)2 -
	(y2)2, thus recognizing it as a difference of
	squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.
	CCSS.MATH.CONTENT.HSA.SSE.B.3
	Choose and produce an equivalent form of an
	expression to reveal and explain properties of the
	quantity represented by the expression.*
	CCSS.MATH.CONTENT.HSA.SSE.B.4
	Derive the formula for the sum of a finite
	geometric series (when the common ratio is not
	1), and use the formula to solve problems. For
	example, calculate mortgage payments.*
	CCSS.MATH.CONTENT.HSA.CED.A.T
	Create equations and inequalities in one variable
	and use them to solve problems. Include
	equations arising from linear and quadratic
	Croate equations in two or more variables to
l	represent relationships between quantities graph
	equations on coordinate avec with labels and
	scales
	CCSS MATH CONTENT HSA RELA 1
	Evolain each stan in solving a simple equation as
	following from the equality of numbers asserted
	at the previous step, starting from the assumption
	that the original equation has a solution
	Construct a viable argument to justify a solution
l	method
l	CCSS MATH CONTENT HSA RELA 2
l	Solve simple rational and radical equations in one
	variable and give examples showing how
l	extraneous solutions may arise
	CCSS MATH CONTENT HSA RELB 3
	Solve linear equations and inequalities in one

variable, including equations with coefficients	
represented by letters.	
CCSS.MATH.CONTENT.HSF.IF.A.2	
Use function notation, evaluate functions for	
inputs in their domains, and interpret statements	
that use function notation in terms of a context.	
CCSS.MATH.CONTENT.HSF.IF.B.4	
For a function that models a relationship between	
two quantities, interpret key features of graphs	
and tables in terms of the quantities, and sketch	
graphs showing key features given a verbal	
description of the relationship. Key features	
include: intercepts; intervals where the function is	
increasing, decreasing, positive, or negative;	
relative maximums and minimums; symmetries;	
end behavior; and periodicity.*	
CCSS.MATH.CONTENT.HSF.IF.B.6	
Calculate and interpret the average rate of	
change of a function (presented symbolically or as	
a table) over a specified interval. Estimate the rate	
of change from a graph.*	
CCSS.MATH.CONTENT.HSF.BF.A.1	
Write a function that describes a relationship	
between two quantities. [^]	
<u>UCSS.MATH.CONTENT.HSF.BF.A.2</u>	
white antimetic and geometric sequences both	
to model situations, and translate between the	
two forms *	
CCSS MATH CONTENT HSELE A 1	
Distinguish between situations that can be	
modeled with linear functions and with	
exponential functions.	
CCSS.MATH.CONTENT.HSF.LE.A.2	
Construct linear and exponential functions,	
including arithmetic and geometric sequences,	
given a graph, a description of a relationship, or	
two input-output pairs (include reading these	
from a table).	
CCSS.MATH.CONTENT.HSF.LE.A.3	
Observe using graphs and tables that a quantity	
increasing exponentially eventually exceeds a	
quantity increasing linearly, quadratically, or	
(more generally) as a polynomial function.	
CCSS.MATH.CONTENT.HSF.LE.B.5	
Interpret the parameters in a linear or exponential	
function in terms of a context.	

Daily Learning Targets

- I can sort tools into categories. (L.1.5a, L.1.5b)
- I can ask and answer questions about key ideas using the photographs and text in a book. (RI.1.1, RI.1.7, SL.1.1)

Ongoing Assessment

- Use the Speaking and Listening Checklist to track students' progress toward **SL.1.1a** (see Assessment Overview and Resources).
- During Work Time A, students ask each other questions while sorting pictures. Prompt students still struggling to form a question to use the question words on the Tools and Work Word Wall.
- During Work Time C, circulate and look for students to show basic phonemic awareness. Note any trend that may need to be re-taught during the K-2 Reading Foundations Skills Block.

Agenda

Agenda	Teaching Notes
1. Opening	Purpose of lesson and alignment to standards:
A. Working with Vocabulary:	• In this lesson, students continue to use photographs from <i>Tools</i> to practice asking questions and sorting the photographs into categories.
Tools and Work Word	• Students are again encouraged to use question words (<i>who, what, when, where, why,</i> and <i>how</i>). Refer students to the Tools and Work Word Wall, if needed. Note students' skill level with asking questions. Begin to assess
Wall (5 minutes)	students as they ask and answer questions, using the Speaking and Listening Checklist in the Assessment Overview and Resources Packet.
2. Work Time	How this lesson builds on previous work:

VIII.B.963.

Agenda	Teaching Notes
A. Speaking and Listening:	• Students continue to ask and answer questions by rereading an excerpt from <i>Tools</i> and some captions in the book's index.
Sorting Photographs (10 minutes) B. Shared Writing: What Job Does the Tool Help to Do? (15 minutes)	 During previous lessons, students practiced classroom discussion norms as they asked and answered questions about the tools presented in each of the challenges. In this lesson, they further refine these skills of asking and answering questions by rereading an excerpt from <i>Tools</i> and some of the captions in the index, and by engaging in multiple discussions. Continue to use Goal 1 Conversation Cues to promote productive and equitable conversation.
C. Independent Writing:	• In Work Time A, students may need additional support with organization when asked to sort pictures with a partner. Support students by giving two different colored papers to place their pictures on, or by suggesting that each partner hold his or her own category.
Does the Tool Help to Do? (15 minutes) 3. Closing	• In Work Time C, students discuss their answers and then write independently. Support students with prompts and resources around the room in order to write with inventive spelling. If a sentence requires dictation, prompt the student to read it aloud afterward.
and	Down the road:
Assessment	• This lesson is the second of three lessons with opportunities to collect data on students' progress toward SL.1.1a .
Questions: Using the Text (10 minutes)	• In Lesson 8, the culminating lesson of Unit 1, students will engage in a similar lesson structure as they show what they can do independently.
B. Song and Movement (5 minutes)	
	Agenda A. Speaking and Listening: Sorting Photographs (10 minutes) B. Shared Writing: What Job Does the Tool Help to Do? (15 minutes) C. Independent Writing: What Job Does the Tool Help to Do? (15 minutes) 3. Closing and Assessment A. Answering Questions: Using the Text (10 minutes) B. Song and Movement (5 minutes)

In Advance

• Prepare:

- Tools and Work Word Wall cards. Write each word on an index card and, where appropriate, draw a corresponding image to support students' understanding of the word.

- Types of Tools, Picture Set 2 (copying and cut out the pictures so that there are enough sets for every pair in the class)
- Set up a document camera to display the Cooking/Eating Tools shared response sheet.
- Reference the Cooking/Eating Tools shared response sheet (see supporting materials) in order to make a chart-sized version for the class to view during shared writing. See Lesson 5 supporting materials for large pictures for this chart.
- Post: Learning targets, "Learning Target" poem, Sorting Protocol anchor chart, Questions about Tools anchor chart, Classroom Discussion Norms anchor chart, "Tools" song.

Tech and Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Work Time A and C: Record students as they discuss to listen to with students later to discuss strengths and what they could improve on, or to use as models for the group. Most devices (cell phones, tablets, laptop computers) come equipped with free video and audio recording apps or software.
- Work Time C: Students complete the Cooking/Eating Tools Sample Student Response Sheet using a word processing tool, for example a Google Doc.
- Closing and Assessment B: If you recorded students singing the "Tools" song in Lesson 1, play this recording for them to join in with.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 1.I.A.1, and 1.I.B.6

Important points in the lesson itself

• The basic design of this lesson supports ELLs by providing the opportunity to participate in activities that closely resemble the subsequent lesson's assessment. Allow students more independence in anticipation of the assessment. Take note of the skills with which they struggle.

VIII.B.965.

Focus on recommending specific strategies to foster independence. Example: "Daphne, I notice you are having trouble spelling *tools*. Where can you look to find the spelling of that word?"

• ELLs may find it challenging that the categories *cooking tools* and *eating tools* are closely related. Explicitly highlight the differences between these two categories as necessary. Example: "Would I use a fork to make the food, or to eat the food? Do you eat with a spatula?"

Levels of support

For lighter support:

- During Work Time B, challenge students to generate questions about the sentence from the text before asking the prepared questions. Example: "What questions can we ask about this sentence? Let's see if we can answer them together."
- During Closing and Assessment A, if students are accustomed to partnering with higher proficiency peers, consider grouping them in matching proficiency partnerships to challenge them and to assess their independence speaking and listening.

For heavier support:

- To activate prior knowledge about cooking tools, remind students about the work they did in Lesson 1. Display student work from that first lesson and connect their work to the new category.
- The word and concept *category* may be challenging for some students. Remind students of the prior lesson using any visual materials or graphic organizers introduced thus far. Use additional examples and realia to illustrate the concept. Example: Bring in jellybeans and model categorizing them by color.
- During Work Time C, distribute copies of the Cooking/Eating Tools student response sheets with sentence frames. Students can complete the activity as a cloze exercise. (Example: "The boy uses a _____to ____.")

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students continue to practice sorting photos into categories. Prepare visual and spatial scaffolds for sorting with graphic organizers (e.g., create a T-chart with labels or use masking tape to create rectangle shapes on the floor).
- **Multiple Means of Action & Expression (MMAE):** Reinforce tools and their uses by providing individual students with additional practice with song and movement.

VIII.B.966.

• **Multiple Means of Engagement (MME):** Use pictures to pre-teach vocabulary (e.g., *cook, eat, sort, categories*), especially in ways that promote connection to students' experience and prior knowledge.

Vocabulary

Key: Lesson-Specific Vocabulary (L); Text-Specific Vocabulary (T)

• categories, cook, eat, even (adverb), photograph (review), sort (L)

Materials

- Tools and Work Word Wall cards (teacher-created; one for each word; see supporting materials)
- "Learning Target" poem (from Lesson 1; one to display)
- Tools (book; from Lesson 5; one for teacher read-aloud)
- Sorting Protocol anchor chart (begun in Lesson 6)
- Types of Tools, Picture Set 2 (one per pair; see supporting materials)
- Unit 1 Assessment Speaking and Listening Checklist (from Lesson 6)
- Tools and Work Word Wall (from Lesson 3; one to display)
- Document camera (optional)
- Cooking/Eating Tools model response sheet (for teacher reference; see Teaching Notes)
- Cooking/Eating Tools student response sheet (one per student)
- Cooking/Eating Tools sample student response sheet (for teacher reference)
- Questions about Tools anchor chart (begun in Lesson 5)
- Classroom Discussion Norms anchor chart (begun in Lesson 2)
- "Tools" song (from Lesson 1; one to display)

Assessment

Each unit in the K-2 Language Arts Curriculum has one standards-based assessment built in. The module concludes with a performance task at the end of Unit 3 to synthesize their understanding of what they accomplished through supported, standards-based writing.

Opening

Opening	Meeting Students' Needs	
A. Working with Vocabulary: Tools and Work Word Wall (5 minutes)	• For ELLs: Activate background knowledge by inviting students	
 Gather students together as a whole group. Show them the Tools and Work Word Wall cards. Have students pretend to open their brains to get ready to put in some important words. Show students the Word Wall card for <i>cook</i>. Say the word and show the picture. Ask students to turn and talk: "What does it mean to cook?" (to use heat to prepare food) Ask: 	 who participated in the pre- teaching to help explain the words (e.g., <i>cook</i> and <i>eat</i>). (MMR) Optimize relevance by contextualizing information based on students' experiences with prompts. Example: "Give a thumbs-up if you have seen someone use a tool to cook eggs before." (MME) 	
 "Does anybody know how to say cook in the language you speak at home? (povar in Russian) Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Encourage students to use the word in a sentence to a method. 		
partner. Have students repeat after you: "My sister knows how to cook eggs for breakfast."		

• Show students the motion of cooking by pouring spices into a pan, stirring the mixture, and then flipping the food with a spatula. Invite students to join you in the motion.

VIII.B.968.

Opening	Meeting Students' Needs
• Show students the Word Wall card for <i>eat</i> . Say the word and show the picture.	
• Ask students to turn and talk:	
"What does it mean to eat?" (to chew and swallow food)	
• Show students the motion of eating by holding a sandwich, taking bites, and chewing. Invite students to join you in the motion.	
• Encourage students to use the word in a sentence to a partner. Have students repeat after you: "I eat with my friends at lunch time."	
• Invite students to close up their brains to hold those important words inside.	

Work Time

Work Time	Meeting Students' Needs
 A. Speaking and Listening: Sorting Photographs (10 minutes) Remind students that they have learned all sorts of new words and ideas about tools, and tell them they are going to learn more today. Invite students to chorally recite the "Learning Target" poem together as a class. Direct students' attention to the posted learning targets and read the 	 For ELLs: Customize the display of information by using masking tape to create two clear "categories" on the floor. Briefly remind students how to sort using photos from the previous lesson (farm tools vs. cutting tools) and demonstrate by sorting a few photo cards into two categories. (MMR) For ELLs: Provide alternatives to response strategies by using a graphic organizer (T-chart) with two categories (labeled "cooking tools" and "eating tools"). As the teacher or a partner holds up the photo card, invite individual students to indicate the correct category by pointing. (MMAE)

first one aloud:

"I can sort tools into categories."

- Focus students' attention on the word sort.
- Using a total participation technique, invite responses from the group:

"Who can remember what the word sort means from the last lesson?" (to separate things into special groups)

- Focus students' attention on the word *categories* and circle it. Ask students to show a thumbs-up if they remember the meaning of this word. If few students remember, tell students that categories are special groups where everything in that special group is the same in some way.
- Using a total participation technique, invite responses from the group:

"What categories of tools did we talk about yesterday?" (cutting tools and farming tools)

- Share with students that you are going to read aloud another part of the text *Tools*, just like in the previous lesson. Encourage students to listen and look for categories.
- Read aloud pages 14-17 of *Tools* slowly, fluently, with expression, and without interruption. As you

Meeting Students' Needs

- For ELLs: To facilitate active listening, invite students to look and listen for the new vocabulary words they learned. Prompt them to give a thumbsup when they recognize one of the words or tools.
- For ELLs: Provide dialogue to help students decide which partner they would like to be. Example: "Would you like to be partner A?" "Yes, I would." OR "No thanks, I would prefer to be partner B."
- Differentiate the degree of difficulty or complexity by reducing (or expanding) the number of photo cards individual children are required to sort. (MME)
- For ELLs: As students interact, notice instances in which students omit the plural -s. Identify the error and recast the sentence correctly. Invite students to repeat. Example: "A fork and pan are cooking *tools*. Now you say it!"

read, show students the photographs on each page.

- Reread page 16. Point out that the author chose to put the word *even* on this page to show that something is surprising. Tell students that the author thought it was surprising to eat with tools.
- Point out that the girl in the picture is using chopsticks. Ask if any students have ever used chopsticks. If so, ask:

"Does it surprise you that you use tools when you eat with chopsticks, just like the author was surprised?"

- Direct students to the **Sorting Protocol anchor chart**. Tell them they are going to talk with a partner, just like yesterday, to sort pictures into categories.
- Review the Sorting protocol, pointing to each step on the anchor chart for reference. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Ask:

"How will you show your partner you are listening?" (use eye contact; answer the questions they ask me)

• Designate partners. Invite students to decide who will be partner A and who will be partner B.

Meeting Students' Needs

Work Time

- Remind students that they saw many types of tools in the book.
 Today, these photographs show cooking tools and eating tools, so one category is cooking tools and another category is eating tools.
- Place a set of Types of Tools,
 Picture Set 2 in front of each pair of students.
- Guide students through the Sorting protocol, using the steps on the Sorting Protocol anchor chart.
- As students complete the last three pictures, circulate to collect information on the Unit 1
 Assessment Speaking and Listening Checklist. In order to gather sufficient data, prompt each student to share in more detail.
- If productive, cue students to expand the conversation by saying more:

"Can you say more about that?" (Responses will vary.)

- Give students specific positive feedback about the conversations and questions you heard them using in pairs. (Example: "I saw Maria using eye contact with her partner" and "I noticed Isaac asked a question with the question word where.")
- Have students clean up their pictures and turn them in.

B. Shared Writing: What Job Does the Tool Help to Do? (15 minutes)

- Gather students together as a whole group.
- Direct their attention to the posted learning targets and read the second one aloud:

"I can ask and answer questions about key ideas using the photographs and text in a book."

• Invite students to turn and talk:

"What is one question you asked or answered yesterday during your work time with Tools?" If necessary, prompt using the question words on the **Tools and Work Word Wall**.

- Using a document camera, display the Cooking/Eating Tools model response sheet.
- Point to the first picture under "Cooking tools" on the model response sheet. Tell students that you'd like to know more about the tool in this picture, so you will read about it in the index of *Tools*. Allow students to continue focusing on the picture while you read aloud the caption in the index for page 14.
- Using a total participation technique, invite responses from the group:

Meeting Students' Needs

- Support encoding by demonstrating how to use mini alphabet strips or other environmental print to help with writing the word *stick* and writing a sentence. (MMR)
- For ELLs: Provide options for physical action by inviting children demonstrate the motion of cooking fritters with a stick. (MMAE)
- For ELLs: Optimize relevance by discussing "fritters" with students. You might say: "Give a (silent signal) if you've eaten fritters before. Can someone explain what fritters are like?" If no one can, you might say: "Fritters can taste sweet like donuts or salty like tater tots. They are delicious! People cook them in different ways. Some people might cook fritters with a spatula, and some people might cook them with a stick." (MME)
- For ELLs: Ask students about this sentence from the index: ?Here, a woman makes fritters by holding the dough on a stick and dipping it into boiling fat." Examples:
 - "Let's look at this sentence. I wonder why this woman needs the stick. Let's see if there are clues in the sentence. Why do you think she uses the stick?"
 - When the author says *here*, where does she want us to look?" (at the picture)
 - This woman is making fritters. Fritters are a food. What is *dough*? (It's fritters before they are cooked.)
 - Reread the phrase *by holding the dough on a stick*. Ask: "What does the stick help her do?" (hold the dough)
 - Say: "I see the word *and*. That tells me there is something else the stick helps her do. What is that?" (dip the dough) Say: "Show me how you dip something. Pretend to dip a pretzel in chocolate!"

"What is the name of this tool?" (stick)

- Tell the students that you will label the picture now that you know the name. Sound out the word *stick* slowly, using helpful spelling suggestions from the students as you label the picture.
- Remind students that people use all kinds of tools to cook, even a stick. Ask students about some of the tools their family uses at home.
- Tell students that this time, you need help listening for "What job does the tool help to do?" Reread the caption in the index for page 14.
- Invite students to turn and talk:

"What job did you hear the tool doing?" (helps a woman cook fritters)

- Think aloud as you model writing the sentence "The stick helps a woman cook fritters" below the picture.
- Tell students that they will do the next one with you at their seats. Transition students to their seats by having them walk back while pretending to eat the fritters the woman just cooked.

C. Independent Writing: What Job Does the Tool Help to Do? (15 minutes)

- Meeting Students' Needs
 - Reread the phrase *into boiling fat*. "Fat is something that you cook with. When fat is *boiling*, do you think it is hot or cold?" (very hot!)
 - "If she is using boiling fat to cook her dough, why does she need to use the stick?" (It is too hot to use her hands.)
 - "So how does this tool help her cook?" (It helps her hold the dough so she is safe and does not get burned.)

• Embed support for symbol-sound relationships by providing mini alphabet strips for reference at students' workspaces. (MMR)

Work Time

- Direct students' attention to the Cooking/Eating Tools student response sheets and writing utensils at their workspaces.
- Using *Tools*, point to the picture from page 16. Ask students to also point to the picture on their response sheet that shows a boy eating. Circulate to ensure all students are pointing to the correct picture.
- Tell students you are going to read the caption for that picture, and you want them to think about the following question:

"What is the name of this tool?"

- Read aloud the caption in the index for page 16.
- Invite students to turn and talk:

"What is the name of this tool?" (This is a spoon.)

- Circulate to collect information on the Unit 1 Assessment Speaking and Listening Checklist. In order to gather sufficient data, prompt each student to share in more detail.
- Invite students to label their picture with the tool's name.
- Refocus students on the picture. Tell them you are going to repeat this process with a new question:

"What job does the tool help to do?"

Meeting Students' Needs

- For ELLs: Read the caption for page 16 twice for each discussion prompt--once before asking the questions and once after asking the questions. This will provide students more time to process the text and to formulate their answers to discussion questions.
- Consider seating arrangements that provide differentiated mentors by seating developing readers/writers with stronger readers/writers. (MMAE)
- To optimize challenge, vary demands and resources by differentiating degree of complexity within the response activity (i.e., allow for individual students to focus effort only on labeling the picture, while others may extend the activity by writing multiple sentences). (MME)
- For ELLs: To boost confidence and to provide speaking opportunities, call on an intermediate proficiency student to share his or her work with the class. Provide prompting as necessary.

Work Time	Meeting Students' Needs
• Reread the caption in the index for page 16, ask students to turn and talk, and circulate to collect information on the Unit 1 Assessment Speaking and Listening Checklist.	
• Invite students to write their response below the picture on their response sheet.	
• Choose a student to read his or her response aloud for the class. Give specific positive feedback to the student about the process s/he took to write the sentence.	
 Collect student work. Inventive spelling should be accepted. Be sure to be aware of students' independent phonemic abilities as you consider each response. Refer to the Cooking/Eating Tools sample student response sheet (for teacher reference). 	

Closing & Assessments

Closing	Meeting Students' Needs

A. Answering Questions: Using the Text (10 minutes)

- Share with students that today they learned about two categories of tools: cooking tools and eating tools.
- Explain that you would like to ask the class to discuss the **Questions about Tools anchor chart** and that you will be looking for students to follow the discussion norms to see if they can answer some of the questions.
- Draw students' attention to the Classroom Discussion Norms anchor chart. Ask for volunteers to remind the class of a discussion norm they should follow while talking. Create a signal with students that will help them remember each norm (example: pointing to your eyes for eye contact).
- Read a question aloud and give time for students to turn and talk. Listen to collect information on the Unit 1 Assessment Speaking and Listening Checklist. Prompt students to continue sharingwith each other by asking: "Would anyone like to add to that idea?" "What do you think about that idea?" "Is there anything you can build onto that?"
- If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)

• Repeat this process as time allows. Write answers to the questions on the anchor chart at the culmination of the discussion.

- Activate background knowledge by reminding students they can use the Tools anchor chart to help them answer the discussion question. (MMR)
- Provide options for expression and communication by prompting students to first respond to the question in Think-Pair-Share before inviting students to discuss as a whole group. (MMAE)
- Optimize relevance by asking: "Can you think of another cooking tool (or eating tool) that wasn't discussed today? Whisper to your shoulder partner." (MME)

improve our curriculum. ell, share your concerns and feedback.	
Leave feedback	
	070
VIII.B.978.	970

Closing

B. Song and Movement (5 minutes)

- With excitement, tell students that to wrap up this lesson, they will sing and dance to the "Tools" song.
- Begin singing, and encourage students to sing along with you.
- Add movement to make the song interactive. (Example: Pretend to use a hammer to tap, tap, tap.)

Meeting Students' Needs

- Enhance perceptual features by directing individual students' attention to pre-printed or handdrawn images associated with key words in the song (e.g., builder and her hammer, painter and his brush, dentist with her mirror, tailor and his needle). (MMR)
- Provide differentiated mentors by pairing developing readers with stronger readers to build fluency with song. (MMAE)
- Allow students to participate in the design of song and movement activity by inviting students to suggest movements for different parts of the song. (MME)

Copyright © 2013-2021 by EL Education, New York, NY.

✓ ELA G1:M1:U1:L6

ELA G1:M1:U1:L8 >

Help us Tell us what's going we

Terms of use. To learn more about EL Education, visit eleducation.org

For users of the EL Education K-5 Language Arts Curriculum content: Unless otherwise indicated, all work is licensed under the <u>Creative Commons</u> <u>Attribution 4.0 International License (CC BY)</u>.

For users of our Grades 6-8 ELA Curriculum content: Unless otherwise indicated, all work is licensed under the <u>Creative Commons Attribution-</u> <u>NonCommercial-ShareAlike (CC BY-NC-SA).</u>

SACRAMENTO COUNTY BOARD OF EDUCATION CONTRACTS FOR COUNTY BOARD OF EDUCATION APPROVAL May 18, 2021

SPECIAL EDUCATION

Angela's Interpreting

Contractor will provide oral interpretation services in several languages for Infant Family Service Plans and/or Individualized Education Program Plans to facilitate communication with the student's parent/guardian regarding that child's progress and development.

New

Dates of Service: 07/01/21 - 06/30/22

Source of Funds: Special Education Infant Development Program

Music To Grow On

Contractor will provide staff development to Special Education teachers in the areas of music therapy and instruction. Contractor will also give recommendations on musical equipment for Moderate/Severe classrooms and assist in re-evaluating musical equipment already in classrooms.

New

Dates of Service: 07/01/21 - 06/30/22

Source of Funds: Special Education

ADMINISTRATION

Cooperative Strategies LLC

Contractor will develop maps and legal descriptions for redistricting Sacramento County Board of Education's (SCBE) trustee area boundaries consistent with the 2020 Census, using the existing maps and 2020 Census data, and working closely with SCOE staff, members of SCBE, and the applicable county voter registrar and elections offices.

New

Dates of Service: 05/19/21-06/30/22

Source of Funds: County Board of Education General Support Funding

\$28,875

Expenditure

\$40,000

\$9,500

Summer Education Innovation Hubs

SCOE will support opportunities for students in the Sacramento Region to re-engage with the excitement of learning this summer. SCOE teams are working collaboratively with school districts, organizations which specialize in providing enrichment programs, and community-based organizations to create Summer Education Innovation Hubs. We are developing plans for the Hubs and will need to execute contracts with these entities as soon as possible after the plans are finalized. As a result, we are seeking approval of the contracts at this time to provide the flexibility needed by SCOE staff to expeditiously implement the Hubs this summer.

The Hubs will focus on engagement and exploration through integrated arts, civics, computer science, outdoor education, and science enrichment activities for grade 3-8 students. Mentoring for high school students will also be provided. In addition, SCOE will conduct targeted recruitment for Foster Youth and students experiencing homelessness in collaboration with district liaisons and coordinators.

Partner school districts will provide sites for the Hubs that are strategically located to serve students attending schools in high needs areas of each district. Hubs will be located at sites in the Sacramento City Unified School District, Twin Rivers Unified School District, and San Juan Unified School District.

The core enrichment program at each Hub will be provided by two organizations with experience and expertise in delivering summer enrichment programs, EDMO and Sports for Learning. The cost of these contracts will total approximately \$360,000.

In addition, SCOE is leveraging existing partnerships with community-based organizations in the Sacramento Region to provide support to the students participating in the Hub program and supplemental activities such as field trips.

Community-based organizations include:

- Hawk Institute
- Sierra Health/My Brother's Keeper
- Square Root Academy
- Effie Yeaw Nature Center
- Sacramento Splash
- Natomas Fish Hatchery
- Yolo Basin Foundation
- Sierra Nevada Journeys
- American River Parkway Fund
- Soil Born Farms
- 916 Ink
- Crocker Art Museum
- Calidanza
- B Street Theater
- Studio Tee

Nor Cal Arts

- Creator X
- Images Theatre
- Sacramento Taiko Dan
- Sacramento Area Youth Speaks (SAYS)
- Project Optimism
- Black Child Legacy
- Kevin Bracy
- Mentor California
- Museum of Science and Curiosity (MOSAC)
- Various local artists
- Other community-based organizations as needed

New and Amended

Dates of Service: 06/07/21-09/03/21

Source of Funds: County General Support Funding

\$560,000

RECAP

		Expenditure
Special Education		\$49,500
Administration		\$588,875
	TOTAL	\$638,375

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject:	Revisions to Board Policy 3200	Agenda Item No.:	VIII.E.
	– Grants	Enclosures:	2
Reason:	First Reading of Board Policy Revisions	From: Prepared By: Board Meeting Date:	Policy Committee Teresa Stinson 05/18/21

BACKGROUND:

Attached are proposed revisions to Board Policy 3200 – Grants. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

• The proposed policy revisions update the areas considered when determining whether to accept a grant and eliminate portions of the policy that are more fully addressed in a grant's terms, other policies, and the law.

The Policy Committee reviewed Board Policy 3200 – Grants on December 8, 2020, March 16, and April 20, 2021 and recommended that the revised policy be presented to the Board for First Reading.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Policy 3200 – Grants be submitted to the Board of Education for First Reading.

DRAFT 3000 – BUSINESS

GRANTS

BP 3200

(Page 1 of 2)

I. Philosophy

Grants are a significant source of funding needed to support the vision, mission, and goals of the <u>Sacramento County Board of Education (Board).</u>, <u>Sacramento County Superintendent of Schools, (Superintendent) and the Sacramento</u> County Office <u>of Education (SCOE)</u>. and in meeting County Board of Education goals. It is the Board's interest to pursue only those grants that address its vision, mission and/or its goals. SCOE should pursue only those grants that are consistent with <u>the Board's, Superintendent's, and SCOE's</u> its vision, mission, and/or goals.

II. Application

To be accepted by the County Board of Education a grant proposal must consider the following criteria: In determining whether to accept a grant, the Board and Sacramento County Superintendent of Schools (Superintendent) will consider:

- A. Whether <u>the grant</u> it has a purpose consistent with the <u>their shared</u> <u>vision</u>, mission <u>and goals</u>; of <u>County Office of Education</u>;
 B. whether it is consistent with the goals of the County Board of Education as interpreted by the County Superintendent or designee;
- **<u>B.</u>** <u>C.</u> <u><u>W</u>hether it <u>the grant</u> is offered by an agency, individual, or organization acceptable to the <u>Board and Superintendent</u> <u>County Board of Education</u>;</u>
- <u>C.</u> D. whether it will add unduly to existing staff workload; the <u>Whether</u> <u>SCOE</u> has the capacity to successfully implement the grant provisions;
- D. Whether the grant poses an undue financial risk for SCOE;
- E. <u>W</u>whether it <u>the grant</u> will be in conflict with any provision of law.
- III. Evaluation
 - A. All grants shall contain an evaluation component.
 - B. Fiscal monitoring of grants shall be done on a regular basis.
 - C. The Superintendent or designee will annually report to the Board on the budget status of all grants.

IV. Ownership and Disposition of Assets

DRAFT 3000 – BUSINESS

GRANTS

BP 3200

(Page 2 of 2)

All items received as a result of the grant shall, unless prohibited by law, become the property of Sacramento County Office of Education and shall be accounted for in the budget as appropriate.

As part of the budget, the disposition of these items shall be as determined by the Superintendent upon approval of the County Board of Education.

V. Administrative Regulations

The Superintendent shall develop administrative regulations to implement this policy.

<u>The Superintendent or designee will maintain protocols for the grant</u> <u>application process consistent with this policy in the Business Office</u> <u>Procedures Manual, or in another appropriate document.</u>

Legal Reference:

04/03/90	Draft
04/17/90	First Reading
05/01/90	Second Reading
05/01/90	Approved
05/30/90	Reviewed by Legal Counsel
04/21/09	Review by Policy Committee
06/16/09	First Reading
07/21/09	Second Reading and Adoption
07/28/09	Distribution
<u>12/08/20</u>	Reviewed by Policy Committee
03/16/21	Reviewed by Policy Committee
04/20/21	Reviewed by Policy Committee
05/18/21	First Reading

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject:	Revisions to Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board	Agenda Item No.: Enclosures:	VIII.F. 5
Reason:	First Reading of Board Bylaw Revisions	From: Prepared By: Board Meeting Date:	Policy Committee Teresa Stinson 05/18/21

BACKGROUND:

Attached are proposed revisions to Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board. All proposed revisions are indicated by strikeouts and bold underlined additions.

A brief summary of the rationale and basis for the proposed revisions follows:

• The proposed bylaw revisions reflect a more updated and accurate description of the role of the Board.

The Policy Committee reviewed Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board on April 20, 2021 and recommended that the revised bylaw be presented to the Board for First Reading.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent concurs with the recommendation of the Policy Committee that Board Bylaw 8009 (Renumbered 9000) – Purpose and Role of the Board be submitted to the Board of Education for First Reading.

DRAFT 8000 9000 - BYLAWS OF THE BOARD

PURPOSE AND ROLE OF THE BOARD

BB 9000 8009

(Page 1 of 3)

The Sacramento County Board of Education (Board) provides leadership for educational programs and services operated by the Sacramento County Office of Education (SCOE). The primary objectives of the Board are to collaborate with the Sacramento County Superintendent of Schools (Superintendent) to establish direction and priorities for SCOE and to provide leadership necessary for the success of public education.

In fulfilling its objectives, it is the role of the Board to:

- 1. <u>Hire, annually evaluate performance, and set terms and conditions of employment of the Superintendent.</u>
- 2. <u>Collaborate with the Superintendent to ensure implementation of the shared mission, vision, goals, and policies of the Board, Superintendent, and SCOE.</u>
- 3. <u>Adopt and update policies for the Board's own governance and for</u> programs under the authority of the Board.
- 4. <u>Adopt policies and a course of study for the juvenile court school and</u> <u>SCOE community schools.</u>
- 5. <u>Evaluate schools and programs under the authority of the Board.</u>
- 6. <u>Approve the acquisition, purchase, or lease of real property for SCOE</u> programs.
- 7. <u>Fulfill responsibilities related to the local control funding formula (LCFF),</u> <u>including adopting SCOE's local control and accountability plan (LCAP)</u> <u>and the LCFF budget overview for parents and guardians.</u>
- 8. <u>Adopt Approve the annual budget of the Superintendent, review and approve interim reports, and review the annual audit.</u>
- 9. <u>Serve as the appeal board for expulsion appeals; interdistrict transfer</u> requests; and other matters when required by law.
- 10. <u>Consider countywide charter petitions and charter petition appeals</u>, provide oversight for charter schools approved by the Board, and fulfill other statutory responsibilities in connection with charter schools.
- 11. <u>Serve as the Sacramento County Committee on School District</u> <u>Organization.</u>

DRAFT 8000 9000 - BYLAWS OF THE BOARD

PURPOSE AND ROLE OF THE BOARD

BB 9000 8009

(Page 2 of 3)

- 12. <u>Conduct public hearings when appropriate or required by law.</u>
- 13. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state, and federal levels. This may include appointing a Board liaison or a member to a state or local organization which has a primary purpose of promoting and advancing public education.

Legal References:

EDUCATION CODE 1040-1048 Duties and responsibilities; county boards of education, especially: 1095 Membership in organizations 1209 County superintendent salary **1240** Duties of county superintendent 1279 Disposal of personal property 1280 Budget revisions 1620-1630 County board budget approval and adoption **1980-1986 County community schools** 4020 County committee on school district organization 35160 Authority of county boards 35160.1 Authority of county boards; legislative intent 46601 Parent/guardian appeal of interdistrict transfer request 47600-47616.7 Charter Schools Act of 1992, as amended 48645-48648 Juvenile court schools 48919 Expulsion and appeals to county board 52064.1-52077 Local control and accountability plan 60119 Requirements for instructional materials

GOVERNMENT CODE 87300 Conflict of interest code

CALIFORNIA CONSTITUTION Article 9, Section 3.1 Qualifications and salary of county superintendent

04/28/89 05/08/89 05/16/89 First Reading 05/31/89 Revised

DRAFT 8000 9000 - BYLAWS OF THE BOARD

PURPOSE AND ROLE OF THE BOARD

BB 9000 8009

(Page 3 of 3)

06/06/89 Second Reading 06/06/89 APPROVED 11/08/89 Amendment #1 - First Reading 11/21/89 Amendment #1 - Second Reading 11/14/95 Revised 04/20/21 Reviewed by Policy Committee 05/18/21 First Reading

8000 - BYLAWS OF THE BOARD

PURPOSE AND ROLE OF THE BOARD

BB 8009

(Page 1 of 3)

The Sacramento County Board of Education is the Governing Board of the Sacramento County Office of Education. Its legal authority is determined by the State Constitution, the Statutes of the State Legislature, and regulations of the State Board of Education, and that authority conferred by trustee area elections.

The County Board of Education shall be the general policy making body for the Sacramento County Office of Education, and with the assistance of the County Superintendent and his/her staff, the Board shall establish general policies governing the operation of the County Office of Education. Adoption of these written policies shall be the principal means by which the Board shall exercise its leadership. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board shall determine the effectiveness of the operation of the County Office of the county be as a statement of the county of the Board shall determine the effectiveness of the operation of the County Office of Education.

The County Board of Education is fiscally independent pursuant to Education Code Section 1080, and duties and responsibilities have been transferred from the Board of Supervisors to the County Board of Education as enumerated in Board of Supervisors Resolution No. 67-477 dated 6/26/67.

The Authority of the County Board includes:

 Adopting policies governing the administration of the Office of the County Superintendent of Schools. (EC Section 1042(a)) Reviewing and evaluating its policies and actions.

PURPOSE AND ROLE OF THE BOARD

(Page 2 of 3)

•____

- Securing sites for special school buildings and County Office facilities and approve all building plans for the construction of such school buildings and special facilities.
- Invoking eminent domain.
- Determining the number of types of special schools and County Office Departments to be maintained and the scope and kinds of services to be provided.
- Approving the employment of all County Office personnel.
- Delegating to its chief executive officer, the Superintendent, the authority to execute the established policies and shall require from the Superintendent such reports as are deemed necessary to determine the adequacy and wisdom of the policies as well as the effectiveness with which they are implemented.
- Determining all financial policies.
- Approving all contracts entered into by the County Superintendent of Schools.
- Reviewing and approving the budget. Review the annual itemized estimate of anticipated revenue and expenditures of the county superintendent of schools before filing with the auditor, as required, and make any revisions, reductions or additions therein as deemed advisable and proper. No such itemized estimate shall be filed by the county superintendent of schools until it has first been reviewed and approved by the county board of education (EC Section 1042(b) and (d)).
- Contracting for services to employ qualified persons for special services and advice in financial, economic, accounting, engineering, legal or administrative matters and pay the appropriate compensation from any available funds. (EC Section 1042(b) and (d))
- Adopt and use an official seal in the authentication of their acts.
- Perform necessary printing services.
- Hire, annually evaluate performance, and terminate services of the county superintendent.

In addition, the County Board of Education shall as required by law:

- Hold hearings on appeals of pupil expulsions. The decision of the Board is binding on a local district.
- Receive appeals for denials of interdistrict agreements. The decision of the County Board is binding on local districts.
- Prescribe functions of child welfare and attendance supervision, not inconsistent with law, to include among other duties that may be required by the Board, those specific duties related to compulsory full-time education, truancy, work permits, and compulsory continuation education for classes and schools operated by the County Superintendent. (1)
8000 - BYLAWS OF THE BOARD

PURPOSE AND ROLE OF THE BOARD

BB 8009

(Page 3 of 3)

REFERENCES:

(1) Education Code Sections: 1830, 10608, 10803, 48240, 25505.6, 35010, 35014, 03020, 35045, 35140, 35149, 35161, 35230, 35240, 35272, 35291, 39013, 39600, 39616, 4200, 46014, 72120, 72124, 72200, 72230, 72231, 72235, 72400, 72424, 72530, 72539, 81043, 81600, 81616, 90512, 5200, 5204, 1040, 1041, 1042-

Government Code Sections: 25304

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject:	Proposed Elimination of Board Policies 5145 and 6000 and Bylaw 8001	Agenda Item No.: Enclosures:	VIII.G. 3
Reason: Second Reading of Proposed Elimination of Board Policies and Bylaw	From:	Policy Committee	
	and Bylaw	Prepared By:	Teresa Stinson
		Board Meeting Date:	05/18/21

BACKGROUND:

On March 16, 2021, the Policy Committee reviewed the attached Board Policies and Bylaw and unanimously recommended that their proposed elimination be forwarded to the Board for First Reading. The First Reading of the proposed elimination occurred at the April 20, 2021 Board Meeting. These policies and bylaw are recommended for elimination for the reasons explained below.

- BP 5145 Health Examination is outdated and the topic is covered in other policies and the law.
- BP 6000 Coordination of Educational Programs of the County School Service Fund predates the Local Control Funding Formula and does not accurately reflect the current role of SCOE, which is addressed in other policies and the law.
- BB 8001 Board Member Liaison is outdated and refers to entities that no longer exist. The essence of the policy has been incorporated into Board Bylaw 9000 on the role of the board.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board of Education hear the Second Reading and eliminate the Board policies and bylaw listed above.

HEALTH EXAMINATION

The Sacramento County Board of Education recognizes that good health is essential to effective learning. It encourages parents/guardians to obtain physical examinations for their school-age children to determine health status; facilitate the removal of handicaps to learning, and find out whether some special adaptation of the school program may be necessary. The Board also recognizes the importance of examinations required by state health regulations.

<u>05/18/21</u>	Second Reading and Elimination
04/20/21	First Reading
03/16/20	Reviewed by Policy Committee
11/10/20	Reviewed by Cabinet
2/11/93	Reviewed by Legal Counsel
12/4/90	Approved
12/4/90	Second Reading
11/13/90	First Reading
4/13/90	Draft

6000 - INSTRUCTION

<u>COORDINATION OF EDUCATIONAL PROGRAMS OF</u> <u>THE COUNTY SCHOOL SERVICE FUND</u>

(Page 1 of 1)

I. The Sacramento County Board of Education recognizes and agrees with legislative intent to coordinate educational programs for local school districts and county office programs.

II. The County Board of Education, through its review of the annual budget and goal statements, recognizes its authority to direct the County Superintendent to coordinate those educational programs that are of greatest need to one or more districts. The Board also recognizes the importance of funding research and innovative solutions for critical contemporary problems facing youth in education. The Board specifically seeks to supplement and not supplant work or responsibilities of local school districts.

III. The County Board of Education directs the County Superintendent to monitor the specific laws and regulations that pertain to the administration of the school service funds; and to present to the Board annually an evaluation of the funded programs' effectiveness and any changes in the Administrative Regulations.

IV. The County Board of Education further directs the County Superintendent to develop Administrative Regulations which include, but are not limited to, the following procedures:

a. A development of annual plans to meet local district and county program needs.

criteria for needs assessments and program evaluations

b.

c. Criteria for annual reports to the County Board of Education.

REFERENC	ES: Administrative Code Sections 17320, 17321, 17322;
5/2/89	Education Code Sections 1260, 1262, 1263, 1700-03, 1943, 1945, 1946.
5/8/89 Revis	ed
5/16/89First	Reading 6/6/89 Second Reading 6/6/89 Approved
11/08/20	Reviewed by Cabinet
03/16/20	Reviewed by Policy Committee
04/20/21	First Reading
05/18/21	Second Reading and Elimination

8000 – BYLAWS OF THE BOARD

BOARD MEMBER LIAISON

The County Board of Education shall maintain formal lines of communication with certain organizational bodies by the appointment of one of its members to serve as the official liaison. The Board Executive Committee shall make these appointments on or about the annual organizational meeting of the County Board of Education, but no later than the second meeting in July.

The organizational bodies holding this status include, but are not limited to, the following:

FNL Foundation Personnel Commission California County Boards of Education (CCBE) Sacramento County School Boards Association (SCSBA) Strategic Planning SB 1882 Technical Academy

The County Board of Education shall also have representation on the Sacramento County School Attendance Review Board. The Board President shall nominate a trustee of the governing board who shall be appointed by the County Board of Education.

4/5/89	Draft 5/16/89 Approved
5/2/89	First Reading 8/18/95 Revised
5/8/89	Revised 10/17/95 Revised
5/16/89	Second Reading 11/17/95 Revised
5/16/89 🛛 🗸	Revised 1/2/96 Approved
6/22/05	Second Reading and Adoption
11/10/20	Reviewed by Cabinet
03/16/20	Reviewed by Policy Committee
04/20/21	First Reading
05/18/21	Second Reading and Elimination

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject:	Elimination of Administrative Rules and Regulations 6000 – Coordination of Educational Programs of the County School Services Fund	Agenda Item No.: Enclosures:	VIII.H. 1
Reason:	Informational	From:	David W. Gordon
		Prepared By:	Teresa Stinson
		Board Meeting Date:	05/18/21

BACKGROUND:

The Sacramento County Office of Education (SCOE) and the Sacramento County Superintendent of Schools have attached the proposed elimination of Administrative Rules and Regulations (ARR) 6000 – Coordination of Educational Programs of the County School Services Fund. This ARR is not necessary because the material is outdated and predates the Local Control Funding Formula. The content is addressed in other policies, the law, and in the budget reports. The corresponding Board Policy is also being eliminated.

This item is provided for information, and no action is required by the Board.

6000 - INSTRUCTION

COORDINATION OF EDUCATIONAL PROGRAMS OF THE COUNTY SCHOOL SERVICE FUND

Following are procedures for the development of annual plans, criteria for needs assessment and program evaluations, and criteria for annual reports to the County Board of Education:

- All proposals for Coordination funding will comply with the budget development and approval process;
- 2. All funded programs will annually submit to the superintendent an end-of-year summary of activities and customer satisfaction data;
- 3. Periodically, all funded programs will review the legislative intent for the use of coordination funds and will propose criteria for priority funding based on needs assessment data;
- 4. All funded programs will make either oral or written reports to the County Board of Education annually covering the details identified in items 1 through 3 of these administrative rules and regulations.

05/18/21	Reviewed by Board of Education and Elimination
04/27/21	Reviewed by Cabinet
12/12/95	Approved by Cabinet
9/15/95	Drafted
	Education Code Sections 1260, 1262, 1263, 1700-03, 1943, 1945, 1946
REFERENCES	S: Administrative Code Sections 17320, 17321, 17322;

SACRAMENTO COUNTY BOARD OF EDUCATION

10474 Mather Boulevard, P.O. Box 269003 Sacramento, CA 95826-9003

Subject:	Expanded Learning Opportunities Grant Plan	Agenda Item No.: Enclosures:	VIII.I. 11
Reason:	Approval	From: Prepared By:	David W. Gordon Dr. Matt Perry Michael Kast
		Board Meeting Date:	05/18/21

BACKGROUND:

SCOE will receive \$3.8 million in state COVID-19 related funding for 2020-2021 and 2021-2022, \$1.2 million from the In-Person Instruction grant, and \$2.6 million from the ELO grant. The In-Person Instruction grant is targeted to costs associated with reopening and supporting in-person instruction and services. SCOE also projects receiving \$16 million in federal grant funding to support reopening, in-person instruction, supplemental instruction, and social and emotional wellbeing.

Expanded Learning Opportunities Grant Plan

The Expanded Learning Opportunities (ELO) Grant Plan must be completed by a Local Education Agency (LEA) that receives ELO Grant funds under California Education Code (EC) Section 43521(b). LEAs must adopt an Expanded Learning Opportunities Grant Plan by June 1, 2021. The ELO funds must be used to implement a program that supports students' social and emotional well-being and provides supplemental instruction. Meals and snacks will be provided to students as part of the program. All students within SCOE schools are eligible for programs provided by ELO funds.

SCOE's ELO plan was developed with extensive input from stakeholders gathered during the pandemic and with a particular focused survey during the months of March and April of 2021. Students, parents, staff, and partners were surveyed and provided a wealth of constructive input. The Court and Community Schools and Special Education Departments collaborated with SCOE's Administration, Business, and Personnel Offices to develop the ELO plan.

The SCOE Expanded Learning Opportunities Grant Plan emphasizes engagement and relationship building for students, families, staff, and partners. We are providing summer instructional programs; professional learning for faculty, staff, partners, and families; and expanding the number of adults on and off campus that will provide SEL support, tutoring, high interest activities, parent engagement and academic/post-secondary, and employment/career transition services to students.

To support these efforts, we are partnering with a group of trusted community-based organizations, including, but not limited to:

- External experts (e.g., a professional artist or scientist) will teach high interest topics while mentors provide encouragement and guidance to students.
- Green Tech, the HAWK Institute, and 916 Ink will all provide expanded learning at former elementary schools transformed into community learning centers.
- Improve Your Tomorrow will support students with direct engagement and daily programing for students leaving the Juvenile Hall as they transition back to local high schools.
- 916 Ink will continue to provide writing workshops for students and staff that teach collaborative writing, editing, and effective public speaking strategies.
- Earth Mama Healing will provide additional supports for young women across SCOE's programs.
- Mentor California will develop a coherent mentoring plan that helps align the efforts of partnering community-based organizations.

Please see the Expanded Learning Opportunities Grant Plan which is attached for your reference.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve the Expanded Learning Opportunities Plan and the contracts, positions, and other associated expenditures outlined in the plan.

Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento County Office of Education		

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Beginning in late March of 2020, students, parents, teachers and school staff provided ongoing feedback, regarding what SEL and learning supports were working and requests for additional assistance. This feedback was provided through surveys, interviews and phone or Zoom conversations. Survey results and concepts from early input were clarified via individual and group conversations (inperson with protocols, over the phone and through Zoom).

In March of 2021 we developed a detailed Expanded Learning Opportunities Grant (ELOG) Plan survey for all stakeholders. The input gathered from the ELOG was combined with our above-mentioned "in-pandemic" input to inform decisions for this ELOG plan.

A description of how students will be identified and the needs of students will be assessed.

All of the students served by the Sacramento County Office of Education are eligible to receive services from this funding. We will direct services to students, families and staff by program and subgroup need. For example, middle school students in our districtembedded CARE programs will often receive different programming and supports than young adult residents served by El Centro High School staff with the Sacramento County Youth Detention Facility.

Our staff and students provided detailed information regarding requested services needed by student groups within our specific programs. We will direct funding and services to address the specific requests and needs.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Each parent/guardian, 18+ year old student and probation staff within the youth detention facility will receive a text, email or personal phone call linking them to a detailed description of the extended learning programs available. Hardcopy via the mail or by SCOE delivery will provide an additional source of services and opportunities available.

A description of the LEA's plan to provide supplemental instruction and support.

Our plan emphasizes engagement and relationship building for students, families, staff and partners. We know that in order to reengage our students and families we need to reestablish our relationships and in many cases build new relationships with students we rarely saw for the first 10 months of the pandemic. We are partnering with a group of trusted non-profits to help us accomplish this goal. We are providing professional learning for our faculty, staff, partners and families.

Additionally, we are expanding the number of adults on and off campus that will provide SEL support, tutoring, high interest activities, parent engagement and academic/post-secondary and employment/career transition services to students.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$284,000	[Actual expenditures will be provided when available]
We are expanding instructional learning time by adding additional hours for our certificated and classified staff to provide instruction and academic interventions, outside of the traditional school day. Additionally, non-profit partners will provide support after-school, on weekends and during breaks in the school calendar.		
Our Court and Community Schools (CCS) will provide two sessions of expanded summer school during June and July of 2021. The special education program is enhancing supports and adding additional time to the standard Extended School Year. Additional hours of program will be offered to increase the amount of in-person instruction. Students in SCOE's mod/severe programs will be provided additional support in physical education.		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$226,000	[Actual expenditures will be provided when available]
We are adding SEL support, additional tutoring, mentoring and high interest integrated programming to increase engagement, solidify learning and recover high school credits.		
We are upgrading our technology for students and staff to ensure each student has a functioning device and connectivity at school and at home and staff will have high quality technology stations to provide support across school sites. Additionally, we are upgrading our science, career technical and adding maker-space and virtual reality equipment.		
SCOE Curriculum Specialists and external experts will provide additional training and support for our instructional program, not only though professional development, but through technical support. A central goal focuses on expanding student voice within our schools and within the community. We will also engage students to help create a palette of relevant courses, including UC a-g courses designed for our high school programs.		
We will utilize external partners to provide additional learning supports that leverage mentoring, student voice and civic engagement, high interest topics, financial literacy and entrepreneurship and engagement with local high labor market careers, including opportunities with public and private employers.		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning SCOE will utilize a model that integrates a high interest topic taught by an external expert (e.g. a professional artist or scientist), mentors and mental health clinicians. Faculty will learn to integrate high interest topics into their lessons, while learning with students as the external expert leads a high interest topic activity. Mentors will provide encouragement and guidance to the students. Mental health clinicians will provide supports to students on a scheduled or as needed basis. Students will have enhanced opportunities to utilize technology to support their communication and learning in special education programs.	\$450,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$60,000	[Actual expenditures will be provided when available]
Our community, court and special education schools all have foster and homeless youth specialists, mental health clinicians and serve as distribution sites for devices and hotspots.		
Our faculty and staff have developed expertise in ensuring students know how to access assignments, resources, lessons and remote support when they are not at school.		
We will expand LINKS Mentoring beyond one community school to serve our students at El Centro Jr./Sr. High School as well.		
Our non-profit partners have facilities for students to meet after school, on the weekend and on non-school days. For example, Green Tech, the HAWK Institute and 916 ink all provide expanded learning from former elementary schools transformed into community learning centers.		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$410,000	[Actual expenditures will be provided when available]
We are and will continue to provide staff support for student academic credit recovery within a quiet, dedicated room.		
Senior Extension graduates, enrolled in college. will be employed as college tutors for middle and high school students within the Community School Base program and Senior Extension program		
Improve Your Tomorrow will support students, with direct IYT engagement and daily programming for students leaving the Juvenile Hall as they transition back to local high schools.		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Additional academic services for students We will enhance family and student engagement by coordinating support for students showing signs of disengagement and aligning supports for their respective parents/guardians. We will provide supports to enhance and increase student voice across our academic and extended school programming. Support will also increase to coordinate student voice efforts through our non-profit partners. We will add additional supports for family and student engagement activities for all community schools. Allowing families, students, staff and	\$720,000	[Actual expenditures will be provided when available]
partners to meet, share a meal and collaborate, with the goal of increasing SEL and academic supports for students.		
916 ink will continue to provide writing workshops for students and staff that teach collaborative writing, editing and effective public speaking strategies.		
Students will receive additional in-class support from SCOE staff as well as additional behavioral support in CCS schools. Additional support will also be provided to all staff to better understand student behaviors and how to address negative behaviors and promote desired behaviors.		

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$450,000	[Actual expenditures will be provided when available]
Faculty and staff will engage in additional professional development days, beyond their contract, prior to the beginning of the 2021-2022 school year.		
Expanded mental health services will support the Community School Base, Senior Extension and CARE programs.		
SCOE mental health clinicians will not only provide direct support for students, they will help faculty implement the Three Signature SEL Practices.		
Earth Mama Healing will provide additional supports for young women across SCOE's programs.		
Mentor California will work with the Community School Base program and Senior Extension Program and court school to develop a coherent mentoring plan that helps align the efforts of non-profit partners.		
Total Funds to implement the Strategies	\$2,600,000	[Actual expenditures will be
		provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

SCOE has focus ELO Grant funds on the immediate needs of supporting students as they return to school during the Spring of 2021 and through the 2021-2022 school year. The core of our effort is to support reengagement through relationships, high-interest and high activity learning and family engagement. We work with a strong group of trusted non-profit partners that our students have engaged with remotely through the pandemic, now we will increase the time our teams and the non-profits have to engage in person.

Federal funds will help us improve our physical infrastructure and to sustain some of our planned initiatives that prove to be successful, as the funding extends through 2023.