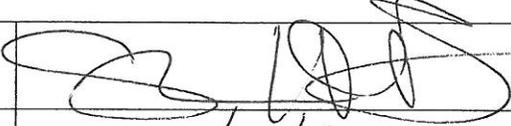


Appendix A: Application for Charter Renewal Certification Statement

Charter School Name	La Cima Elementary Charter School
School Location (City/Town/Borough if NYC)	Brooklyn, NY
Date School Opened	August 18, 2008
Charter Term History (list terms of initial and all renewal current charters)	1/15/08 - 1/15/13
Current Enrollment	310
Charter Maximum Enrollment*	480
Charter District(s) or Region* or Community School District if NYC	84K649 87K649
Charter Grade Span*	K-5
Current Grades Served *	K-4
District(s) Served or Community School Districts if NYC	16
*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Board of Trustees (or designated signatory)	
Date	7/13/12
Print/Type Name	Shereem Herndon-Brown
Title (if designated)	Board Chair
Date of approval by Board of Trustees	7/13/12

- (1) **Cover letter** from chairperson of the school's board of trustees of no more than two pages that provides a brief overview of the school's mission, educational philosophy, characteristics, and major challenges and accomplishments over the current charter term.

NY State Education Department Board of Regents
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, NY 12234

July 15, 2012

Chancellor Tisch, Vice Chancellor Bottar, and Chancellor Emeritus Bennett:

La Cima was founded by Andrea Zayas and Heather Caudill in 2008, and was issued an initial charter by the NY State Board of Regents in January 2008. The school is currently in its fourth year of operation; Ms. Andrea Zayas has served as the Principal from 2008 through present. The driving purpose in creating La Cima was to develop an institution that produces positive evidence around a theory of social and political change grounded in developing students who have the intellectual capacity, social capital, and emotional strength of character to attain academic and life-long success, and act as effective change-makers in their communities.

La Cima has been sharing space since its opening in a Community School District 16 facility owned by the NYC Department of Education with two co-located middle schools: MS 267 and Bedford-Stuyvesant Collegiate Charter School. An amicable share of space is facilitated by monthly Building Council meetings; schools also share best practices within the building.

Central to the mission of the school is change-makership. As a board, we have strived to be good stewards of the public dollars that have been entrusted to us by governing toward a school that is implementing just, equitable, sustainable and effective practices. We are of the mindset that flexibility of systems, inside of a context of competence allows our teachers and administrators to be responsive to the needs of our scholars.



800 Gates Avenue, 3rd Floor
Brooklyn, New York 11221
Phone (718) 443-2136
Fax (718) 443-7291

OUR MISSION

To prepare students for academic and life-long success through a rigorous and relevant academic program.

OUR VISION

To develop students who have the intellectual capacity, social capital and emotional strength of character to be personally successful and to act as effective change-makers in their communities.

Responsiveness has been critical in our growth. As approved, we were to be located in Queens, NY, serving a largely immigrant (and hence ELL) population. As a planning team and as a board, we have consistently been committed to creating and providing a high-quality educational option to families in a neighborhood where there is a need. We accepted the NYCDOE's offer for a co-location in Bedford-Stuyvesant, CSD 16 seeing the need in this neighborhood.

That decision required us to make adjustments to our enrollment and our curriculum implementation. Our enrollment adjustment request of 2008 (post approval) was denied by the CSO at the time, citing an unwillingness from the Board of Regents to approve any decreases in enrollment. Nevertheless, during most years, we have managed to stay inside of the 15% compliance window with regards to enrollment, while implementing a classroom configuration and teacher:student ratio somewhat different than the approved charter.

Most notably, our Spanish Language Arts program, since serving a majority of native English speakers, is obviously different than a program that would've served a majority of native Spanish speakers.

We have strengthened our literacy and math programs over time, and have increased teacher supports (especially for our most novice teachers) to support their success in closing the achievement gap.

We are proud of the relationships we have developed with our families, our community members, and local elected officials. We are looking forward to continuing to increase the number of scholars and families we are able to touch during the second charter period. Our lives, and there are forever transformed as we journey together to eliminate the achievement gap, and create pathways to college and beyond.

Sincerely,



Shereem Herndon-Brown
Chair of the Board of Trustees
La Cima Elementary Charter School



La Cima Charter School

Brooklyn, NY

Application for Renewal
of Initial Charter Period

Submittal Version: 7/16/2012

Submitted to the State Education Department for consideration

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Is the school an academic success and able to operate in an educationally sound manner?

a. Academic Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the academic goals laid out in its performance goals and charter contract, including absolute performance and value-added student growth.

	Absolute	Value-Add	Comparative
2008-2009	X	X	X
2009-2010	X	X	X
2010-2011	✓	X	✓
2011-2012	✓	✓	✓
2012-2013	✓	✓	✓

Table 1: Charter Years and Active Performance Goals Matrix. Signifies which goals are active during each first charter term year. Key: X signifies inactive goals. ✓ marks active goals. ✓ marks active goals that cannot yet be assessed given data availability.

At the time of this writing, our absolute and comparative goals for school year 2010-2011 can be assessed given the availability of NYSTP academic performance data for those years (as indicated in Table 1). See below (and Appendix B) for relevant data and analysis.

Goal Area: Absolute Performance

Goal #1. For the 2010-2011 school year, at least 70 percent of third graders who have been enrolled¹ at La Cima Charter School for three or more years will perform at or above Level 3 on the New York State ELA and Math examinations.

Goal #1 attainment analysis. **Goal met with pre-2010 NYSTP performance level cut scores.** Analysis of the NYSTP scale scores with the 10/11 year's cut scores indicates that the school did not meet the goal.

During the 2010-2011 school year, there were 31 students in the 3-year cohort. Forty percent of the tested students were scored at the proficient level on the ELA test, while fifty-eight percent tested proficient on the math assessment. Although our students did not meet this goal when the new cut scores were applied, our 3-year cohort would have met this goal if the pre-2010 (2008-2009) cut scores were used. The 3-Year cohort would have been 83% proficient in ELA and 100% proficient in mathematics (see Figure 1 below).

¹ Students are deemed to be enrolled in at least their third year if they were enrolled at the school on the State Education Department's Basic Education Data System reporting day (BEDS Day) of both previous school years and on test day.



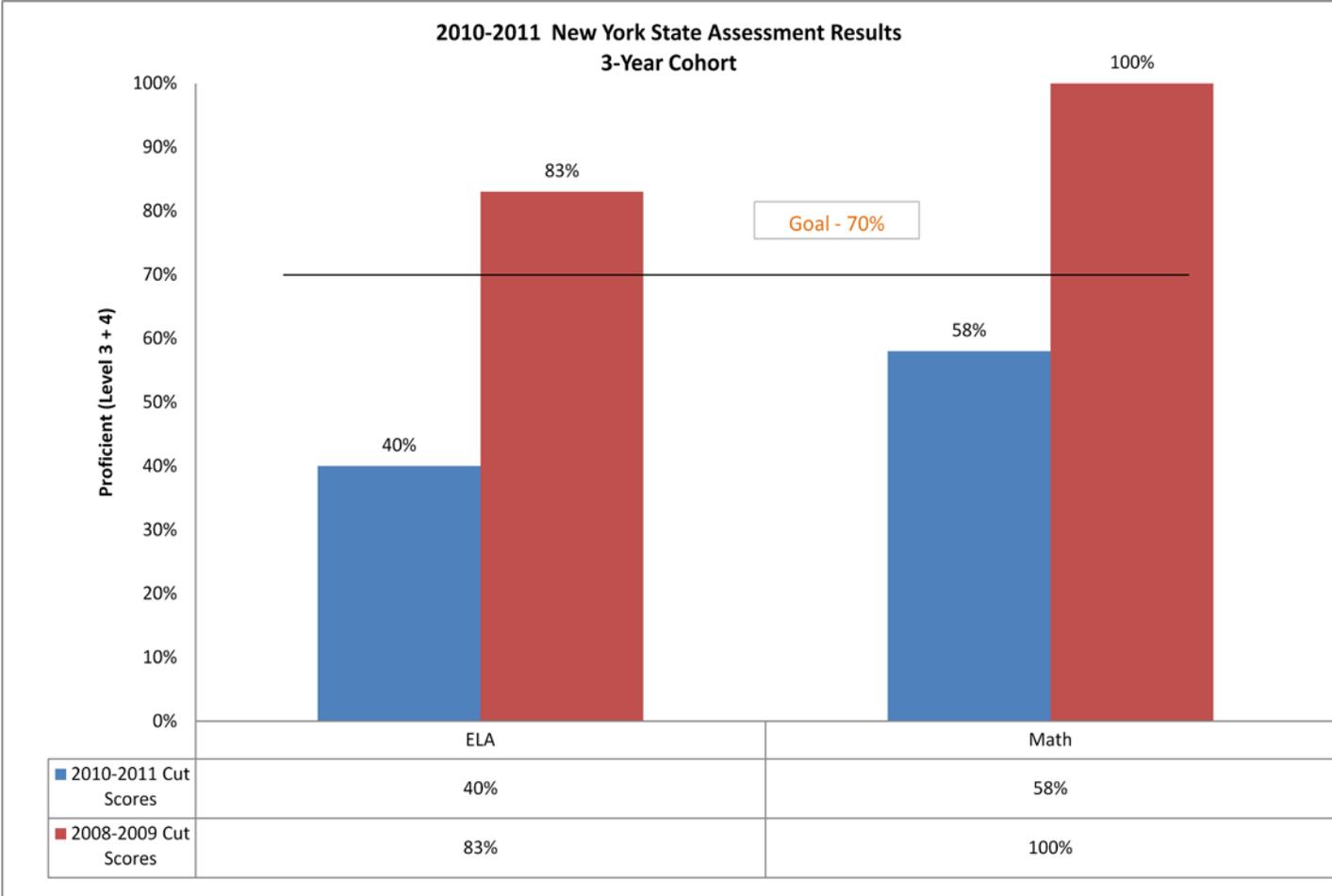


Figure 1: Demonstrates the level of attainment toward Goal #1 in Absolute Performance for grade 3 scholars on the NYSTP Math and ELA Examinations.

Goal #2. For the 2011-2012 school year, at least 75 percent of third and fourth graders combined who have been enrolled* at La Cima Charter School for three or more years will perform at or above Level 3 on the New York State ELA, Science and Math examinations.

Goal #2 attainment analysis. This goal is not assessable at this time. When data are available, a subsequent analysis will be provided.

Goal #3. For the 2012-2013 school year, at least 80 percent of third, fourth and fifth graders combined who have been enrolled* at La Cima Charter School for three or more years will perform at or above Level 3 on the New York State ELA, Math, Science and Social Studies examinations.

Goal #3 - Attainment Analysis: This goal is not assessable at this time. When data are available, a subsequent analysis will be provided.

Goal #4. Each year, the school will make AYP as determined by performance on NY State assessments, or the school's self-assessment (in years prior to NY State testing).

Goal #4- Attainment Analysis: **Goal Partially Met.** La Cima has made AYP for each statistically significant subgroup over the course of the past three years. Achievement data from the Terranova 3rd Edition, as well as the 2011 New



York State Assessments, were used to make these determinations. Our accountability status has consistently been "School in Good Standing". Table 2 shows the results in ELA and Math for all statistically significant subgroups since 2008.

Subgroups	ELA/Math			
	SY 08-09	SY 09-10	SY 10-11	SY 11-12
All Students	Yes/Yes	No/No	Yes/Yes	Yes/Yes
Black	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes
Economically Disadvantaged	Yes/Yes	No/Yes	Yes/Yes	Yes/Yes

Table 2: Demonstrates the level of attainment toward Goal #4 in making AYP for Math and ELA during previous academic years.

During the 2008-2009 and 2009-2010 school years, attainment of AYP was determined by using the school self-assessment. We self-reported our data on the TerraNova, nationally norm-referenced commercial assessment. The 2010-2011 is representative of the NYSED's standard AYP determination, based on NYSTP results.

Throughout the course of the charter, and arguably during the most critical years (those participating in the NYSTP), the school has routinely made AYP in both math and ELA with little exception. During the 2009-2010 school year, La Cima did not make AYP in ELA for any subgroup. In math, students in our two largest subgroups, representative of the majority of our student population (black and economically disadvantaged) made AYP.

In response to TerraNova test results in 2009-2010 (which were used to determine AYP), several changes were made to the organizational structure and to address gaps that were identified to contribute to the scores. Examples of these changes included:

- addition of coaching support
- addition of more experienced teachers to instructional team
- addition of reading mastery to the lower grades
- continued coaching around data

These changes have contributed to our making AYP during the 2010-2011 school year.

Goal Area: Value-Added Performance

For the 2011-12 through 2012-13 school years, grade-level cohorts of students will reduce the gap between its baseline performance and the desired absolute level for that year (75 percent of students at or above Level 3 in year 2011-2012 and 80 percent in 2012-2013) by one-half. For example, if 55 percent of the fourth grade cohort scored at or above Level 3 in 2006, then 65 percent of the same students would be expected to score at or above Level 3 in 2007, so as to reduce the gap by one-half between their baseline score of 55 percent and the desired level of 75 percent (i.e., $55 + \frac{1}{2} [75-55]$). Cohort refers to a group of the same students, taking a "pre" and "post" test.

Attainment Analysis: This goal is not assessable at this time. When data are available, a subsequent analysis will be provided.

Goal Area: Comparative Performance

Goal #1. Each year, the school will exceed its predicted level of performance on the State ELA and Math exams by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal #1 2010-2011 Attainment Analysis: **Goal was met.** This goal was met during the 2010-2011 school year. A regression analysis was performed on the 2011 New York State Math and ELA scores controlling for students eligible for free lunch among all public schools in New York State. The 3-Year Cohort exceeded its predicted performance in



mathematics by 13 percentage points, and by 1 percentage point in ELA (see table 3 below). Copies of the regression analysis can be found in Appendix B.

Subject	Linear Regression Equation	Free (%)*	Predicted Performance (%)	Actual Performance (%)
ELA	$y = -0.4475x + 75.605$	81	39	40
Math	$y = -0.3892x + 76.441$	81	45	58

Table 3: Demonstrates the level of attainment toward Comparative Performance Goal #1. Please note: Free % is the 2011-2012 school year %.

Goal #1 2011-2012 Attainment Analysis: Not assessable at this time. When data are available, a subsequent analysis will be provided.

Goal #2. For the 2012-2013 school year, the percentage of students testing proficient on NYS ELA, Science, Social Studies and Math examinations will exceed that of the district of location.

Goal #2 Attainment Analysis: This goal is not assessable at this time. When data are available, a subsequent analysis will be provided.

Although the most recent test scores have not arrived for the 2011-2012 school year, there are several positive trends that can be evidenced through performance on the Terranova and the DRA2. These trends are outlined below and demonstrate the continued growth of La Cima's academic program.

Initial Cohort of 1st Graders (currently 4th graders) – Achievements and Growth

The initial cohort of 1st graders took the New York State Math and ELA tests during the 2010-2011 school year. Although that group did not meet the charter goals for absolute performance they did show tremendous growth since enrolling at La Cima during the 2008-2009 academic year. They started significantly behind - only 23% of those students started the academic year reading at or above the DRA benchmark. (See Figure 2 below). Over 25% of the students reading below benchmark did not have full letter-sound recognition or basic print concepts upon enrolling into first grade. As you know, letter sound recognition and basic print concepts are Kindergarten benchmarks. Since 2008, there has been a steady increase in the number of students ending the year at our above the benchmark. As of the end of the 2011-2012 school year, over 55% of that cohort is reading at or above grade level.



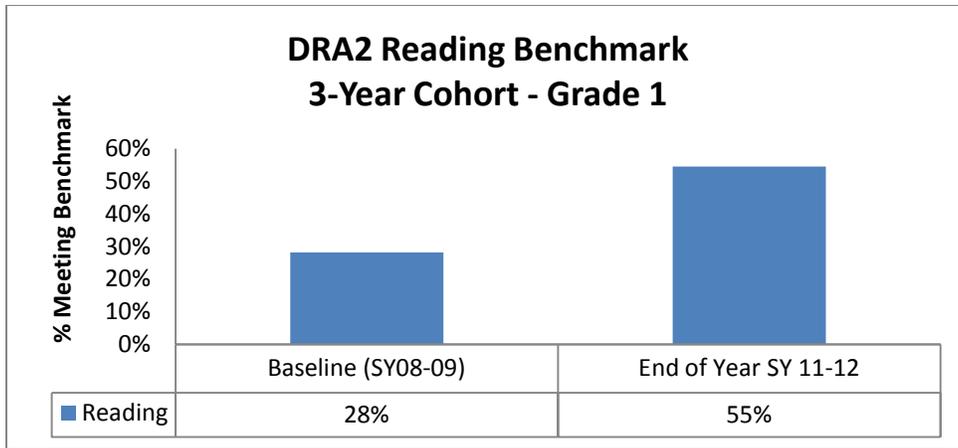


Figure 2: Demonstrates the number of students in Cohort 1 reading on grade level in SY08-09 compared to SY11 – 12

In addition, that initial cohort of first grade students has shown solid math growth as demonstrated by their performance on the TerraNova 3rd Edition. As Figure 3 demonstrates, between the SY08-09 and SY10-11, the percent of students scoring in above the 50th Percentile (Quartile 3 and 4), has risen from 16% to 56%.

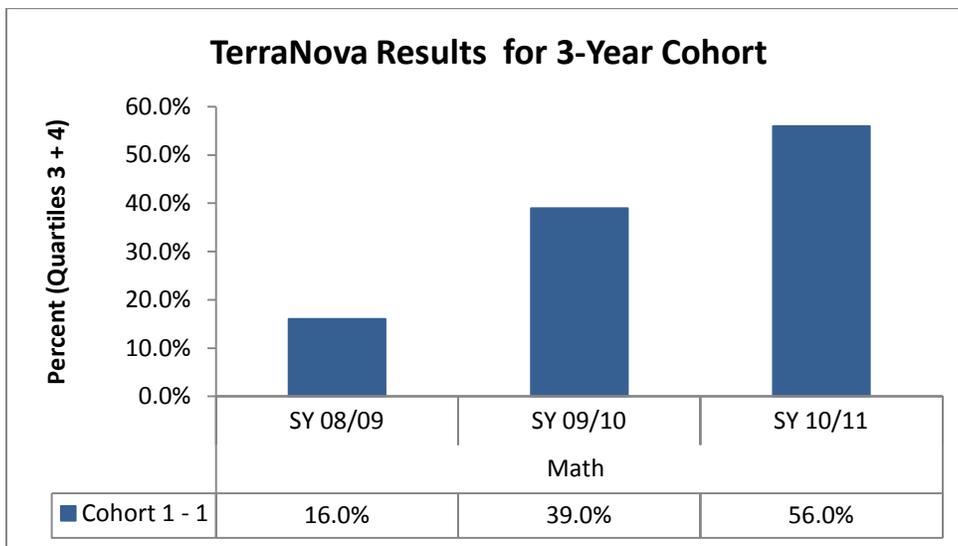


Figure 3: Demonstrates Growth of Cohort 1 in TerraNova 3rd Edition Testing from SY 08-09 to SY10-11.



Students with Special Needs – Achievements and Growth

La Cima is committed to providing a quality education to all students. Structural investments in the learning support team during the SY11-12 school year have led to a significant increase in the number of students meeting their IEP goals. In addition, it has led to an increase in the number of students with special needs select La Cima and choose to remain.

Outcomes for Students with IEPs				
Status	SY 08-09	SY -9-10	SY 10-11	SY 11-12
Total Classified (#)	10	16	23	35
Transferred (%)	30%	6%	9%	3%
Total Remaining (#)	7	15	21	34
Met Annual Goals (%)	40%	62%	58%	88%
Declassified (%)	29%	13%	10%	0%

Table 4: Outcome for Students with IEPs Across Years. * This includes only students that have been classified long enough for an annual evaluation.

This increase in support over time for students with special needs has also led to improvements in academic achievement on external assessments. Students with IEPs, enrolled at La Cima since 2008, have shown growth in math as indicated on the Terranova 3rd Edition. The percentage of students scoring above the 50th percentile has jumped from 22% to 50%.

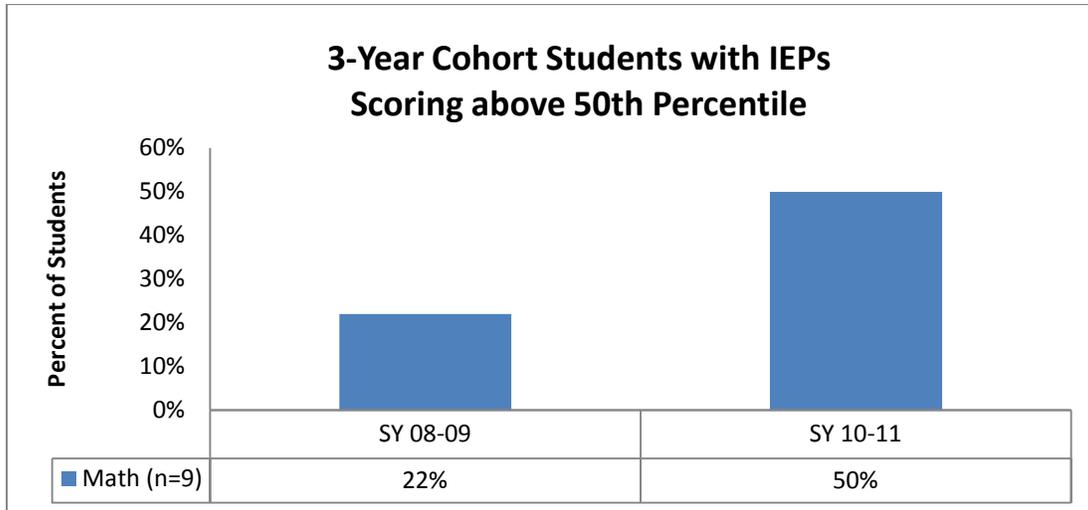


Figure 4: Demonstrates Growth of the Students with IEPs in Cohort 1 on Terranova 3rd Edition Testing from SY 08-09 to SY10-11.



Performance of 3-Year Cohort (Kindergarten and First Grade Combined) – Achievements and Growth

As of the 2010-2011 school year, there are 88 students that have been continuously enrolled for 3 years. These students have shown growth in mathematics and reading as indicated by their performance on TerraNova 3rd Edition. The percentage of students scoring above the 50th percentile has increased from 28% to 55%.

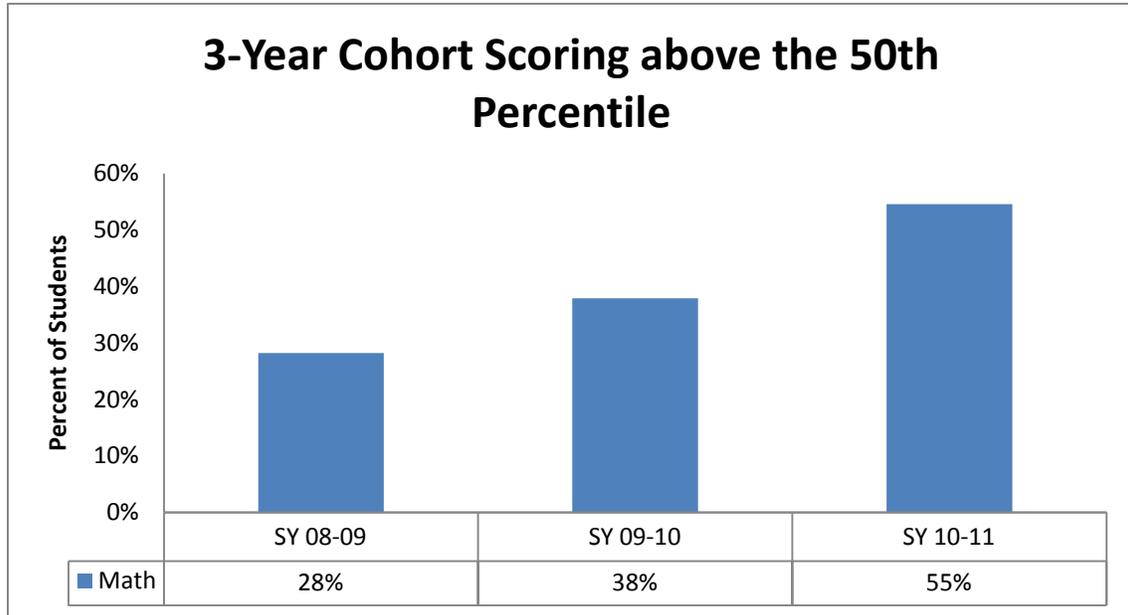


Figure 5: Demonstrates Growth of 3-Year Cohort (K and 1) on TerraNova 3rd Edition Testing from SY 08-09 to SY10-11.

The number of students, those enrolled since 2008, scoring in the lowest quartile on the math and reading portion of the TerraNova 3rd Edition has decreased by 12% and 18%, respectively.

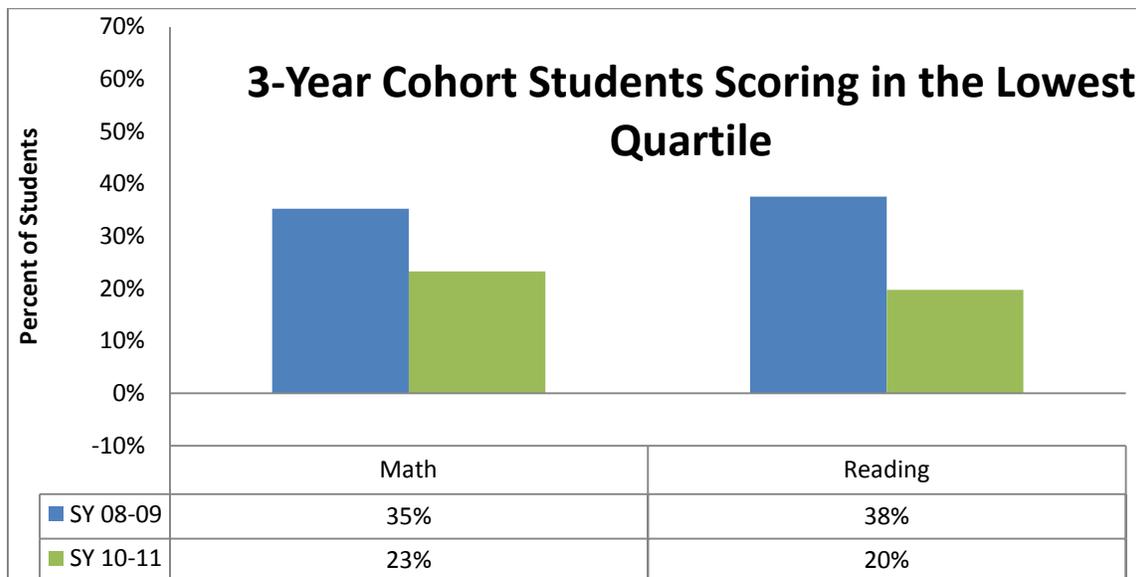


Figure 6: Demonstrates Decrease in Level One Performance in Cohort 1 on TerraNova 3rd Edition Testing from SY 08-09 to SY10-11.



English Language Learners – Achievements and Growth

La Cima is committed to growing the achievement of all of the diverse subgroups within our school. Through quality instruction, effective effort, and time, student achievement increases are evident. Students identified as English Language Learners that have been at La Cima since 2008 have shown growth in mathematics and reading as indicated on the TerraNova 3rd Edition. And in math the percentage of students scoring in the highest 2 quartiles has grown from 0% to 40%.

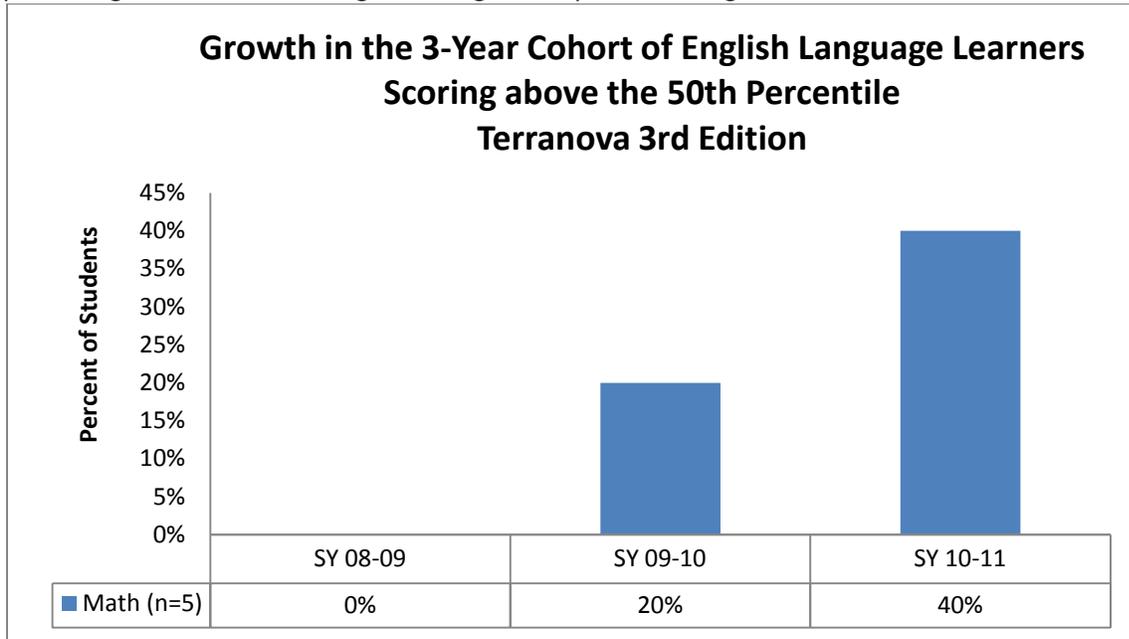


Figure 7: Demonstrates Growth of ELL Students in Cohort 1 on TerraNova 3rd Edition Testing from SY 08-09 to SY10-11

In reading, the percentage of students in the lowest quartile has decreased by one half.

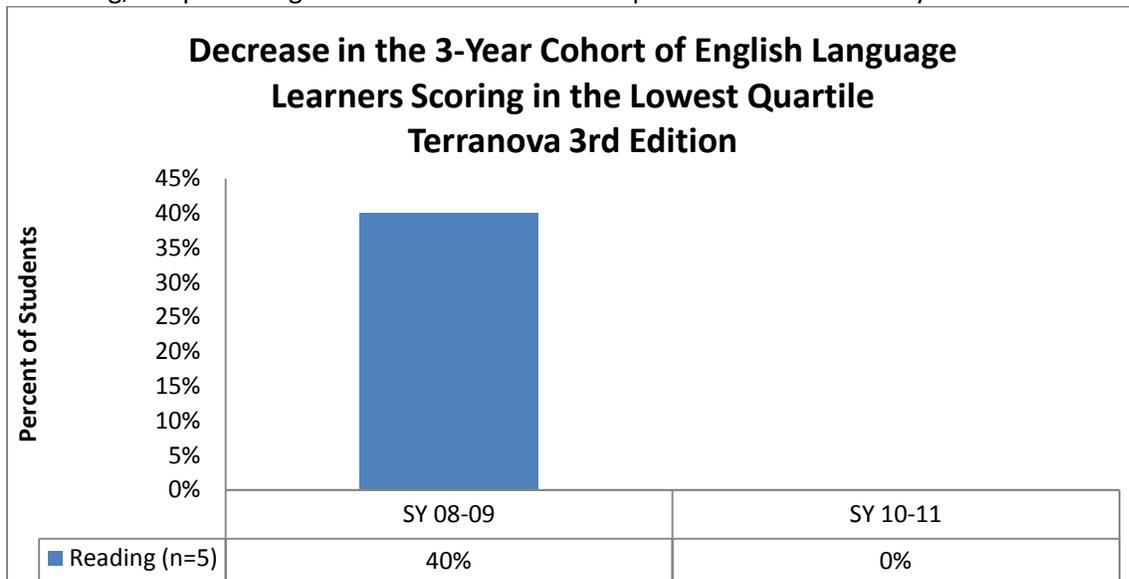


Figure 8: Demonstrates ELL Decrease in Level One Performance in Cohort 1 on TerraNova 3rd Edition Testing from SY 08-09 to SY10-11.



b. Curriculum

Standard: The school has a clearly documented curriculum that articulates skills and concepts that all students must know and be able to do to master content, meet and exceed state standards, and achieve school-level performance goals.

Various curricular documents inform the planning that our instructional team does on a daily, weekly, monthly, and annual basis. Curriculum, while responsive to student needs, is grounded in the Common Core Learning Standards (CCLS) and/or NYS Learning Standards (NYSLS). Most of our curricular units have been developed in house, supported in implementation by a wide variety of materials, resources and high quality texts. We have refined and aligned our curriculum over time to stay ahead of the CCLS implementation leading to the PARCC assessment in 2014.

La Cima Charter School's curricular program is rigorous, rich, and grounded in the New York State and Common Core Learning Standards. We provide our K-5 students with a combination of standards-based and research-based programs to ensure that students are receiving high quality instruction. This combination, along with an assessment system, also aligned to NY State performance and learning standards, coupled with excellent teaching, prepares scholars to meet grade-level expectations. We intentionally select and develop programs that provide students with ample opportunity to develop higher level thinking skills, while offering teachers enough structure to ensure that students are focused on standards' mastery. Although each of our core curriculum components is rooted in the standards, we continually review and refine our programming based on student performance and teacher feedback. For instance, scholars who are not meeting benchmarks are identified through teacher and administrator data analysis meetings to participate in additional one-on-one and small group tutoring sessions.

As stated in our initial charter, a core belief of La Cima Elementary Charter School is that continuous learning occurs at the intersection of instruction and assessment. La Cima's instructional culture is steeped in student data through a regular, systematic, collaborative approach to the gathering, analyzing, and use of data from informal and formal assessments. Ultimately, these data points and protocol help us continually refine our individualized teacher development and coaching, scheduling and structuring of student support services, and curricular programs.

Along with the curricular frameworks that we have chosen and created to set our scholars up for success, we have put systems in place to ensure quality implementation through staff development and regular assessment that are described in greater detail in Section 1G: Professional Development.

La Cima Charter School's core academic program consists of (1) ELA; (2) math (3) science and (4) Spanish language arts.. Literacy is embedded into all subject areas, including the arts.

(1) Curricular Focus: ELA: Literacy, including the ability to comprehend text is the critical foundation for all other learning, and thus, are at the center of all of our content based learning in humanities and our reading block. We strategically began to address the Common Core Learning Standards by replacing our "Shared Reading" curriculum component with a Humanities curriculum designed by teachers, administrators, and a curriculum consultant. We anchored our literacy content in the rigorous Common Core Reading/Listening and Writing/Speaking Standards and our social studies content in the NY Social Studies Content Standards. The result is a social justice themed Humanities curriculum that teaches reading and writing strategies explicitly in the context of the social studies.

Literacy at La Cima is embedded in multiple subject areas, and is explicitly taught through various literacy components. The Guided Reading component is a structured portion of day, in which the students and teachers work in smaller, homogeneous groupings during which explicit reading skills are taught. During the reading block, students rotate through various stations (see Appendix R for additional grade by grade details) including computer based learning, phonics, vocabulary, and grammar.. Guided Reading groups are homogenously arranged by current



reading ability and based on ongoing in-class assessment and DRA2 data. This coming school year, we will be implementing the STEP assessment, in order to provide a detailed and scaffolded approach to reading skill instruction. Teacher-to-student ratio is reduced significantly by design through the utilization of an all-hands-on-deck approach during guided reading; all specialists and teachers, including administrators teach during literacy instruction. Groupings are flexible and malleable by design; after our routine review of data (approximately every 8 weeks), groups are reconfigured according to the revised needs and strengths of students.

Components of Guided Reading include:

- Word Study which provides a structure for writing activities that are connected to the text that the whole class examines through shared reading
- Direct phonics instruction
- Vocabulary instruction: grounded in text and direct instruction
- Grammar is taught through scope and sequence in accordance with Common Core Language Standards.
- Independent reading of on-level text
- Scaffolded and supported writing

(2) Curricular Focus: Math: Math is taught through a constructivist methodology. We believe that it is crucial for students to have strong conceptual understandings in mathematics to be successful in high school and college. At the same time, we recognize that students must develop a procedural competency for efficiency as math concepts become more complex. TERC Investigations of number, data, and space provides students multiple entries into a concept, with the use of the workshop model for concept introduction, and the use of manipulatives and blocks to construct meaning and to personalize understandings. In addition, this curriculum is supplemented with elements like a daily "Fact Review," "Explain Your Thinking," and "Spiral Review," requiring students to show what concepts they have mastered or are still acquiring, to engage meta-cognitively with the concepts, and to continually review and solidify their concept acquisition.

The TERC Mathematics Program is aligned with New York State Standards as well as National Council of Teachers of Mathematics (NCTM) standards. It consists of a series of units that use an investigative approach to developing mathematical concepts within the areas of numbers and arithmetic, geometry, data, measurement and early algebra. These investigations offer significant content and encourage students to develop flexibility and confidence in approaching mathematical problems, proficiency in evaluating solutions, and a repertoire of ways to communicate about their mathematical thinking.

Investigations and exploratory activities are at the foundation of the TERC program. Students explore multiple ways to solve problems through modeling, drawing, writing and talking about their work. Teachers use multiple instructional strategies to guide students through this process, such as independent work, pair and small group work, and whole class discussion. Independent work includes Choice Time to explore a particular concept. Extension activities are also used for students that are ready to extend their mathematical understandings.

This coming school year, we will be adding a mathematics component to TERC called Cognitively Guided Instruction (CGI). The goal of this research based program is to support and scaffold Higher Order Thinking and complex mathematical thinking from the earliest years. It is a developmental approach to children's mathematical growth that takes into consideration the need for multi-modal and multi-leveled expression of mathematical thinking. The goals and pathways of CGI are directly aligned with the goals and intentions of the Common Core Learning Standards. Teach a narrower set of standards, and mastery them to fluency and a high degree of application in varied, complex, and even dissimilar situations.

(3) Curricular Focus: Science: The La Cima science curriculum currently aligns with NYC Standards using various



curricular programs, including FOSS, Delta Science and National Geographic literature. We expect to realign our science curriculum to the Common Core Learning Standards in preparation for the 2013-2014 school year. Science is structured around investigations and experiments and anchored with a standards-based text. For students to be active participants in a global society, they must have a solid foundation in the discovery process. Therefore, science is about much more than content in the early elementary years. Students must have a developed understanding of the process of inquiry, such as prediction, compare and contrast, induction, deduction, etc. We have built a science curriculum around the investigative process which affords multiple and various opportunities to transfer the skills of inquiry into reading. For example, the skill of prediction is a key developmental component in both science and reading. Students benefit by teachers explicitly drawing such connections. Our science program engages students in inquiry-based learning, which allows students to construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Additionally, concepts introduced through investigations are supported and anchored by the text.

During the spring months, our science learning is taken outdoors to our community garden. Students continue to master the science content as outlined in the units, through the context of urban gardening/farming in a community context.

(4) Curricular Focus: Spanish Language Arts:

La Cima Charter School's Spanish Language Arts (reading and writing) program is designed to explicitly teach phonic skills in a developmentally appropriate sequence so scholars can develop reading fluency at a young age. Both native and non-native Spanish speakers will develop a solid foundation in phonics that will lead to comprehension. Our Spanish Language Arts curriculum has been designed in-house and has grown and developed over the years. Our program has the following key components:

- Shared reading
- Daily explicit instruction in phonemic awareness
- Daily explicit instruction in vocabulary
- Daily phonics routines
- Daily decoding activities
- Focus on word study – word patterns

During the 2010-2011 school year, we incorporated computer-based learning into the SLA curriculum. Students are engaged in an individualized program through Rosetta Stone in the Spanish Language Learning Lab. Scholars log in and have access to instruction (including speaking) at their level. This is one of the rotations during Spanish Language Arts learning.



c. Instruction

Standard: The school engages students in high quality, rigorous instruction that is aligned with school design characteristics and curriculum, and is in evidence in all classes throughout the school.

Description of Instructional Practice

Instruction exists at the intersection of curriculum, planning, and assessment. At La Cima teachers always start their planning with a baseline. This includes curricular map laying out the key content and process learning for the year and current areas of strength and weakness for each child and their class as a whole (as evidenced through previous year's assessment binder data, beginning of the year class profile documents, and beginning of the year diagnostic assessments).

La Cima uses the Marzano Art and Science of Teaching Framework (included in Appendix R) to guide conversations with each other about quality instruction. Marzano has 9 key design elements for instruction.

- What will I do to establish and communicate learning goals, track progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypothesis about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?

Although La Cima values all of these design elements, we understand that teachers, like students, will demonstrate various levels of proficiency in each. The instructional leadership team works with teachers to prioritize these design elements in order to maximize student achievement in the classroom, while at the same time helping teachers grow their practice.

Overall Planning and Approach to Instruction

Teachers plan as grade level teams on a weekly basis. They meet during collaborative team meetings to review data points captured during the previous week, subject specific curricular map, and the continuous learning plan previously generated through data meetings (see templates for planning in Appendix R). Specific lesson plan requirements may vary for teachers, depending on the development priorities in the classroom. Although teachers are expected to consider/plan for several things (as described in the Marzano Key Design Questions), there are a few core pieces that we explicitly expect from all teachers in the planning process.

1. What is the learning objective for your lesson? is it rigorous, purposeful, and measurable?
2. How will you engage students in the content?
3. What delivery style best meets the objective of the lesson and the style best meets the needs of the students each day? (I/WE/YOU Structured Lessons, Inquiry Based Lessons, etc.)
4. What grouping structure is best for this lesson? (Whole Group Teacher-Led Lessons, Small Group Teacher-Led Lessons, Individual Conferencing, Cooperative Student Led Groupings, Paired Learning)
5. What are the check-for-understandings that will be used to monitor progress during the lesson?
6. How does this lesson maximize the different types of learning styles that are in the classroom?
7. Who may need additional support/structure/differentiation?

These elements are the starting point for lesson structure. The delivery of lessons is just as important as the planning.



Instruction in Action – What does it look like?

In Appendix R, we have described some specific lesson structure requirements for our reading block. Outside of the that block, La Cima encourages some flexibility in the structure of a lesson or classroom during a given subject, day, or lesson.

During any block of time, observers should expect to see students on task and engaged in rigorous learning. Teacher(s) will be actively delivering instruction to the whole group, checking in with small groups or with individual students, or actively facilitating student led conversations. Each lesson will begin with a clear statement of the lesson's objective and purpose as well as the goal of expected level or performance, and the lesson will end with a short assessment (either written or verbal) of objective mastery that is aligned with expectations. After the lesson introduction, students will be engaging in small group discussions/activities to further solidify and clarify their understanding of the lesson's objectives. There should evidence of visual anchors for scholars throughout the lesson. Lessons should include a lot of opportunity for practice and exploration of new learning or ways to integrate previous learning with new material. Throughout the lesson there will be checks for understanding to ensure that all students are progressing toward objective mastery. While at times the ratio may shift, the overall teacher-talk to student-talk ratio should be relatively balanced.

During the lesson, teachers find multiple ways to keep students engaged with the lesson. These may include verbal or nonverbal redirections. La Cima recognizes that scholars need breaks or opportunities to refocus. For the most part, these breaks should appear to be planned for and strategically planned in the lesson. In addition, the purpose of this time is to reengage students in learning as efficiently as possible. This process should be marked by a sense of urgency and intentionality.

Student learning is evidenced in each classroom's physical space. Current student work is posted on the walls. The classroom materials are organized and accessible to students. If asked, students are able to explain their contributions to the classroom space including where to find certain materials as well as their classroom job. While not posted, students are able to explain various classroom procedures such as lining up, getting a pencil, and switching reading books. While some classroom decor may be commercially produced, there are many items that were created by the students that add a feeling of community to the classroom. In addition to student created materials, there are teacher created anchor charts that were created for and with students to remind them of the learning in which they are immersed currently.



d. Assessment and Instructional Decision-making

Standard: The school uses ongoing formative and summative assessments and evaluation data to inform instructional decisions and promote student learning.

La Cima utilizes a system of periodic snapshots occurring with varying frequencies at three levels: classroom-based, grade-based, and school-wide assessment. Teachers, Coaches, and Leadership Team members use these data streams to make instructional and curricular decisions on a regular basis. The table below outlines our formative and summative assessments by grade level.

Assessment	Grades	Subject Areas	Purpose	Frequency
New York State Assessments (as required)	3-5	English Language Arts Math Science	-Programmatic Evaluation -Measurement of Overall Student Growth	1x
Norm-Referenced (English) - Terra Nova 3 rd Edition (CTB McGraw Hill)	K-5	Reading/Language Arts Mathematics Science Social Studies	-Programmatic Evaluation -Measurement of Overall Student Growth	1 x per year
Developmental Reading Assessment (DRA2) * During the 2012-2013 school year, La Cima will transition to using the STEP Assessment (Grades K-3), which was developed at the University of Chicago Urban Education Institute.	K-5	<u>Reading (English)</u> Reading Comprehension Decoding Cipher Knowledge Phoneme Awareness Letter Knowledge Concepts About Print Semantics Phonological Awareness	-Track acquisition of specific skills -Inform instructional strategies for class and individual students -Communicate progress to students and parents	3-4x per year
Brigance K&1 – Screen 2 * During the 2012-2013 school year La Cima will switch to the STEP Assessment (Grades K- 3), which was developed at the University of Chicago Urban Education Institute.	K	Letter Recognition Letter Sounds Colors Shapes Personal Information Rote Counting One to One	-Track acquisition of specific skills -Inform instructional strategies for class and individual students -Communicate progress to students and parents	2x per year
School-wide Interim Assessments (Designed internally to align school's scope and sequence)	K-5	ELA Math	-Track acquisition of specific skills -Prepare students for NY State Assessments -Inform instructional strategies for	3-4 x per year



*During the 2012-2013 school year La Cima may adopt periodic external assessments in ELA and Math			class and individual students -Communicate progress to students and parents	
Classroom-based assessments (including portfolios, projects, end-of-unit assessments, curriculum assessments, teacher-created weekly tests, classwork, homework, etc)	K-5	All Subject Areas	-Track acquisition of specific skills -Prepare students for NY State Assessments -Inform instructional strategies for class and individual students -Communicate progress with students and parents	On-going

Table 5: List of current assessments used at La Cima, as well as their purpose and frequency of administration

Capturing the Data

Assessment starts in the classroom. Teachers use a variety of assessment tools and techniques to assure that scholars with different learning styles are given the opportunity to work to their strengths (see Appendix S for data protocols, rubrics, reports). La Cima teachers give regularly scheduled formal and informal assessments that show how well students have mastered material taught by that teacher in the classroom. Assessments provide teachers, parents, and students with crucial feedback on progress toward skill and content mastery and help prepare students for the end-of-year high-stakes exams. These assessments may include, but are not limited to, writing assignments, work portfolios, tests and quizzes (both teacher developed and those provided from the textbook curriculum publishers), research projects, artistic projects, teachers' written evaluations on oral reports and presentations, evaluation of student participation in class discussions, science projects and lab reports.

Teachers work collaboratively to ensure vertical and horizontal consistency. Three times per year, teachers work with an administrator to evaluate their rubrics as a grade level. This work includes the blind cross-scoring of a varied selection of student work and ultimately provides the team with inter-rater reliability data of the rubrics. Collectively, team members calibrate their scoring practices and utilization of the rubrics.

In addition to the classroom based practices described above, La Cima uses a system of school-wide assessments to ensure that the school is progressing toward meeting its goals. To this end, the school has an Assessment Data Leadership team that has the sole purpose of overseeing the process of developing, administering, scoring, analyzing, debriefing, and disseminating the results of these assessments.

This leadership team uses student level, class level, and school level assessment data to guide all instructional decisions, including staff development sessions, curriculum selection and evaluation, dissemination of best instructional practices, and individualized teacher coaching. Our Assessment Leadership Team is lead by the Principal and includes:

- Principal
- Deans
- Learning Support Specialist
- Teacher Representatives from each grade level

School-wide Interim assessments have historically been developed under the leadership of the Assessment Leadership Team. Teachers are engaged in the process of planning, building, and reviewing interim assessments that provide them with information about where their students/classes/grade levels are in their understanding of key



learning targets. La Cima uses a collaborative process to define and refine the rigor level of the work, in identifying key learning targets for students and articulating the connection between the Marzano Proficiency Scale for Learning Targets (what a basic, proficient, and extended understanding looks like), and the approach to design of an interim assessment.

The assessment development process is driven by questions including:

- Content – What are you assessing? What are the proficiency scales for the standards/skills being assessed?
- Format – How is the assessment to be structured?
- Administration – What will the administration process entail? How will it vary by subject and by grade?

Although the majority of the interim assessment for each subject is designed and developed by a member of the Assessment Leadership Team, grade level bands work to develop a small set of items for each assessment. Members of each grade level team pick priority math and reading skill(s) in terms of depth of instruction. Groups then define proficiency for each level and build item/task descriptions using a 3-tier assessment building template to assess one of the skills at each grade level using 3 formats (selected response, constructed response, and extended response). This is an important element of the assessment program because it provides teachers with additional coaching and professional development on building rigorous, aligned assessments.

Tracking Progress - La Cima Charter School Continuous Learning Program

As described earlier, La Cima uses three major data streams to guide instructional decision making. Each data point helps us measure, track, and evaluate the following:

- Individual student progress toward standard/skill mastery (ongoing)
- Effectiveness of classroom instructional strategies (ongoing)
- Effectiveness of overall academic program (as least 2x per year)
- Effectiveness of student support services for our struggling students, special education students, and English Language Learners (3-4x per year)

Ultimately, these data points will help us continually refine our individualized teacher development and coaching, scheduling and structuring of student support services, and our curricular programs. This work will be lead by the La Cima Charter School Assessment Data Leadership Team and we will use the Student Continuous Learning Plan to hold us accountable for every student's educational progress.

Data Tracking and Communication - Student Continuous Learning Plans

The La Cima school culture is steeped in student data through a regular, systematic approach to the gathering, analyzing, and using of informal and formal assessments. La Cima has adopted a 5 point rubric scale (0-4) for classroom-based assessment. Data points captured at the classroom level are connected to standards and recorded in our gradebook system (See Appendix S for sample reports). This tracking system enables teachers to communicate student progress to families, teachers, and administrators. Benchmark analysis reports are used by teachers to make sure that students are progressing to standard mastery. In addition, monthly progress reports that include standards level data are sent home to families. These reports are formally discussed with families at least 4 times per year. At the end of every school year, selected pieces of student work and data are archived in a student assessment binder.

Grade level teams meet after each school-wide assessment cycle to review the data to ensure that our instructional strategies and student support services are meeting the needs of our students. They compare the mastery level



attained on classroom level assessment with that demonstrated on school-wide internal or external assessments. These data meetings will include at least one member of the Assessment Leadership Team and the classroom teachers and results in developing a Student Continuous Learning Plan (SCLP) (See Appendix S for sample) for each class/grade level team. High performing charter schools such as Achievement First, Village Academies, etc. have used similar systems to ensure that students, teachers and school leaders are all held accountable for student progress toward standard mastery. These plans will be submitted with teachers weekly lesson plans to ensure that each student's individual needs are being met. The key elements of the SCLP are outlined below.

<u>Key Components of Student Continuous Learning Plan (SCLP)</u>
<ul style="list-style-type: none"> • Identification of the assessment tool(s) used to measure student progress • What skills were mastered by the entire class (at least 80%)? How will you maintain these skills? • What skills need to be re-taught to class (less than 80%)? When? How? • Which skills need to be addressed through small group instruction or conferencing? Who? When? How? Where? • Which students need intensive one-on-one support? Who? When? How? Where? • When and how will skills be re-assessed for mastery?

Table 6: Key elements of the continuous learning plan.

e. At-Risk Students and Students with Special Needs

Standard: The school has the same high standards for all students in the school, and has systems to effectively support students who are struggling academically and those that require additional services to meet academic goals.

Students Struggling Academically

La Cima Charter School's Continuous Learning Program (as described in the previous section) is a key element of efforts to ensure that the needs of all students are met, including those most at risk of not meeting state standards.

Each month, teachers review all available student data, develop progress reports, and communicate with families regarding student performance. If a student is not meeting grade level standards or interim benchmarks, as defined in the curriculum, various interventions are implemented. If, upon review of all the data in January, a student is not making sufficient, consistent progress toward end of year goals, as defined by the performance indicators in the curriculum, families are informed of the possibility of the student being retained in the grade for an additional year. This meeting is another opportunity for developing interventions and building partnership with the parent, including setting interim goals and timelines for communication and decision-making. Extending on the relationship building that begins in August; parents are further engaged as partners in the process of intervention throughout the year through a series of specific, individualized goals. Individual intervention plans are constructed through this meeting, which may consist of afterschool intervention, a 13-week Saturday Academy intervention, or a combination of both. At-risk scholars in grades all grades have access to afternoon intervention. Intervention progress is specifically tracked in a number of ways, and evaluated weekly through data meetings.

Special Education Services

We do not request nor receive IEP information for our potential students at any point during our student recruitment efforts. La Cima maintains an active Individualized Education Program (IEP) for every child with a disability within the school. Our Learning Support team works with the Committee on Special Education (CSE) to obtain IEPs for



students with disabilities entering La Cima from another school. Classroom teachers, specialists, and deans have access to IEPs and sign a log when reviewing an IEP file.

The La Cima Learning Support team reviews progress toward IEP goals regularly through monthly tracking meetings with classroom teachers. Each IEP is also formally evaluated on an annual basis. For students who do not have an IEP in place but are suspected to have a possible disability, classroom teachers and the Learning Support team conduct a Child Study to further differentiate instruction and make the curriculum accessible, and to make recommendations at the end of that intervention process to the student's family. Parents also may request a formal evaluation and La Cima will facilitate the process with the CSE.

As mentioned above, teachers have access to their students' IEPs at all times. Teachers are made aware of La Cima's policy via our Pre-Referral Intervention Process and Services Policy. Teachers are also given specific professional development at the start of the school year led by the Learning Support team. Testing accommodations for students with disabilities are provided and scheduled for carefully. Additionally, a letter is sent home to families at the beginning of each school year introducing the Learning Support team and La Cima's learning support services.

La Cima supports students with disabilities both in their classrooms and through necessary services as defined by their IEP. Grade level teams meet regularly with the Learning Support team to discuss and adjust strategies and plans for differentiation. All related services are provided at La Cima by Learning Support Staff (SETSS) and Counseling or contracted service providers (Speech, OT, and PT).

Our child-find and child study processes include supportive services that allow us to implement the least-restrictive environment for students with disabilities, and include them in the general education setting to the extent possible. Behavior plans and wrap around services are used to support scholars in becoming successful at La Cima. Our role is to modify the environment to make this possible.

Students in a Social or Emotional Crisis

La Cima has a full-time school counselor who is certified in School Counseling. The role of the school counselor is to address all students' academic, personal, social and moral development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student's overall success. Additionally, the counselor develops and strengthens partnerships with community based organizations and provides families with referrals and information on a variety of supportive services in the community. Our counseling services comply with the ethical and guidelines and confidentiality standards determined by the American School Counseling Association. We offer individual counseling, small group counseling, classroom character education lessons, family outreach and family counseling, and community-based and mental health referrals.

Student referrals for counseling may occur via school staff (teachers, principal, deans, operations staff), or students can refer themselves by writing a letter or asking to speak to the counselor. Some students may be mandated for counseling services through a CSE evaluation process.

The counseling referral process:

1. Teacher or other school staff recognizes academic, social, emotional, psychological concern for child; completes and internal counseling request form
2. The staff member and school counselor meet to discuss next steps; student observation date/time is determined
3. Discussion with family about counseling as an intervention; written parental consent obtained
4. Counseling session time determined with teacher; counseling plan created and copy sent to family; Principal, Deans, and Learning Support Coordinator notified of counseling referral



5. After time limit, re-evaluation meeting with teachers and family to discuss progress and determine continuation or termination of supportive services.

The counselor provides guidance to scholars and their families around: anger management, expressing and coping with feelings, depression, peer relationships, play and social skills, coping with anxiety, fears, and stress, bereavement, self esteem, family-related issues (divorce, foster care, and separation from a parent), self awareness, bullying awareness and prevention, gang awareness and prevention, empathy, and conflict resolution.

f. Climate, Culture, and Safety

Standard: The school climate and culture reflect the school mission and design, and directly support student learning, development and achievement. The school maintains an environment that is physically safe and free from harassment for all students and school stakeholders.

The mission of La Cima Elementary is to prepare students for academic and life-long success through a rigorous and relevant academic program. Our vision is to develop scholars who have the intellectual capacity, the emotional strength of character and the social capital to be individually successful, and to act as effective change-makers in their communities.

Our school philosophy is grounded in the behavioral psychology of Dr. Carol Dweck, the theories of Paulo Freire and Lisa Delpit, which speak to education for social and political change. We believe that through creating an exceptional school organization, we can create innovative opportunities that support and develop wider community change. The school becomes a location for social and political change to take root, through our scholars, our team, our families, and our work together.

La Cima Charter School was founded and continues to operate on respect and honor of self, family, school, and community. Expectations for interaction between adults, children and adults, and between children are communicated to all stakeholders, are of a high standard, and are reinforced through positive discipline. The culture of our school is based on the following CARE principles:

- [C] Community: Together, We Are Stronger
- [A] Accountability: I Am Responsible For Me, And For You!
- [R] Reconciliation: I Make Peace With My Words and Actions
- [E] Effective Effort: I Learn From My Actions, And Never Give Up!

At La Cima, we believe that by working together as a team of adults from home and school, we can best support our scholar's development. With that in mind, we make Community Commitments to each other. Each family, teacher, and student sign a Community Commitment form indicating their mutual commitment to doing whatever it takes to ensure students reach their goals.

La Cima implements a Student Conduct Code, which was approved by the NYSED Board of Regents along with La Cima's original charter in 2008 (See Exhibit 13). Upon a student's suspension, parents are informed in multiple ways within 24 hours, including via a letter describing the reasons for the removal and indicating that the parent and student may request an informal conference with the principal and/or his/her designee(s). This meeting happens upon parental request and within 48 hours of the suspension. Our student information system is electronic, and houses logs and notes from parent contact and meetings. Our suspension policy is implemented consistently. Our code of conduct is disseminated annually to families and is available on request in the main office. It is also posted on the La Cima website at <http://www.lacimacharterschool.org/familysurveys.htm>.

In the case of an out of school suspension, communication with families includes an offer for alternative instruction including any related services as per his/her IEP. If a student with a disability is removed from the classroom, a



behavior plan is put into place, after having been discussed with and agreed to by teachers, and families. The school has never issued a long-term suspension or expulsion for any student.

La Cima takes a mind, body, spirit approach to preparing third and fourth graders for NY State exams by offering Saturday Academies and incorporating stress management and anxiety-alleviating techniques/practices through physical activities. The La Cima team extends these techniques/practices to parents and families for reinforcement at home.

g. Professional Development

Standard: The school's professional development program is aligned to school-wide goals and teachers' individual professional development needs.

La Cima Charter School's approach to teacher development is founded on the same philosophy as our student development plan, a commitment to continuous learning. As a professional learning community, we develop clear and measurable goals and assess our progress multiple times a year with clearly defined teaching assessment tools. These data points are captured, analyzed, and reflected on regularly.

Teachers are central to eliminating the achievement gap in our community. Therefore, we provide them with tools to increase their effectiveness and efficiency. Coaches, deans, and the school principal are in classrooms conducting informal observations every day. Teachers have multiple support structures in place for professional growth and collaboration including a coaching model in place to ensure that all team members are receiving the type of targeted, individualized support we they to scholars. Teachers identify the top three to five elements or instructional categories that they most want to develop in their teaching practice. Each teacher meets one-on-one weekly with his or her coach to track progress and growth toward their professional goals and coaching priorities, receive feedback from observations, and plan accordingly.

Systems of Support

The school calendar incorporates many opportunities for teachers to meet, discuss, reflect on and improve their craft. Teachers will have ample support structures in place for professional growth and collaboration [See Table 5].

PD Opportunities	Time Allotment	Proposed Agenda Items
Common Planning Time for Each Grade Level	5 hours per week	<ul style="list-style-type: none"> - Unit/Lesson Planning and Assessment Development - Targeted support based on teacher observations and Teacher Continuous Learning Plans - Targeted support based on assessment data and Student Continuous Learning Plans - Peer Observation Debriefs - Collaboration with special education teacher and ELD teacher
Peer Observation/Focused Reflection	0.5 hour every other week during planning time.	- Focused based on growth areas in Teacher Continuous Learning Plan
School-Wide Professional Development Sessions	Summer Teacher Institute 4 hours per month	La Cima Orientation, Reading at La Cima, Culturally Responsive Teaching, CARE Implementation, Classroom expectations, Instructional Rigor, Assessment how-to's.

Table 7: Structures for Professional Growth and Collaboration



School-wide staff development sessions are held on Wednesdays each month. In addition, we will have a staff meeting on a monthly basis.

The school calendar incorporates many opportunities for teachers to meet, discuss, reflect on and improve their craft, including weekly Grade Team and Grade Level Chair meetings (coaches also attend all Grade Team and Grade Level Chair meetings). School-wide staff development sessions are held weekly on Friday afternoons, including a balance of leveled, individualized professional development and data analysis to drive intervention strategies. La Cima also covers the cost of off-site professional development and allows time for visits to other schools for the observation of instructional best practices.

The framework for our teacher professional development and evaluation is rooted in the work of Dr. Robert Marzano as outlined in his Art and Science of Teaching Framework. The Marzano Framework guides our development of Individual Growth Plans to support teacher professional growth. Teachers use the proficiency scale embedded in each of the categories to reflect on their practice and capture that reflection twice a year for each of the instructional elements.

Date	PD
9/16	Rigorous, Purposeful, Measurable Lesson Planning
9/23	Data Analysis
10/14	Using La Cima CCSS Vertically Aligned Writing Rubric
10/21	School Culture
10/28	Reviewing Unit Maps/Pacing
11/4	Data Day! Reviewing IA Results and Planning
11/18	Direct Instruction
12/2	Guided Reading/Word Study/Independent Work
12/16	Creating Guided Assessments
1/27	Data Day!
2/3	Family-Teacher Report Card Conferences
2/10	IA #3 Planning – Revising and updating Humanities, Math, and Science Unit Plans and Pacing calendars
2/17	Friday Academy 1:30 – 4:30/Flex Afternoon for Non-Saturday Academy Teachers
3/2	Teacher Led Workshops – Best Practices in Literacy
3/9	Flex Afternoon
3/16	Math Night Prep and Grade Level Team Meetings
3/23	K-4 GR Reading Best Practices
3/30	IEP Annual Review Prep: Considering scholars with IEPs
4/20	School Culture: The Last Weeks of School
4/27	Family –Teacher Report Card Conferences
5/4	Teacher Appreciation Kick-off/Flex Afternoon
5/11	Education Town Hall/Staff and Board Mixer/Anti-Racist Classroom Workshop
5/18	Curriculum Revisions for 2012–2013
5/25	Curriculum Revisions for 2012–2013
6/1	Curriculum Revisions for 2012–2013
6/8	Data Day!
6/15	Flex Afternoon/End of Year Preparations
6/22	Family-Teacher Report Card Conferences
6/27	End of year closing duties (1:00 – 5:00)/Roster Creation for Next Year/Materials Inventory

Table 8: 2011 – 2012 Professional Development Calendar Topics



2. Is the school organizationally viable and able to operate in a fiscally sound manner?

a. Organizational Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the organizational goals laid out in its performance goals and charter contract.

Goal Area: Adherence to Contract Terms

Each year, the school complies with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act. This goal is assessed by the Board of Trustees review of annual authorizer reports, and reviews completed by independent organizations that support charter schools, such as the NYC Center for Charter School Excellence or the Metro Center's annual programmatic audit. Additionally, the Board of Trustees' may complete its own review of these items, if deemed necessary, by any finding of non-compliance.

Goal Attainment: Goal Met.

Year over year, the school has met all requirements by complying with applicable State and Federal law and regulation. Please see below for detail.

Teacher Certification: We have consistently partnered with the NYC Charter Center and complied with regulations through on-site audits to maintain teacher certifications and fingerprinting records year over year. The table below details our rate of certification, HQ/NCLB teachers, and Fingerprint Clearance. All years we have been within the 30/5 provision.

	Teacher Cert	HQ / NCLB	Fingerprint / Background
08-09	100%	100%	100%
09-10	100%	83%	100%
10-11	90.90%	76.2%	100%
11-12	93.4%	93.4%	100%

Table 9: Demonstrates Adherence to Contract Terms on Teacher Certification, HQ and Background Checks

FOIL: Year over year, we have implemented a board-approved FOIL policy and responded to requests in accordance with this policy. We have utilized the expertise of board members with a law background to ensure full compliance.

Open Meetings Law: Our board meetings have been publicized in accordance with the open meetings law through posting on our website, notifications to our scholars' families in monthly newsletters, and signage in the school building in the week leading up to the meeting as an additional reminder. Board meetings are also held at the school to increase accessibility for our school stakeholders to attend meetings.

Counsel: La Cima Charter School consults both pro-bono legal counsel and attorneys as members of our board who are consulted as needed to ensure that our policies, procedures and response to questions are in accordance with all laws and best practices.

Goal Area: Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment. Student enrollment will be tracked in the school's student information system, and ATS, and will publicly reported monthly at Board of Trustee meetings by the Principal. Enrollment stability will be calculated at the end of each school year based on enrollment data from the previous school year.

Goal Attainment: Goal Met. Enrollment stability is calculated at the end of each school year based on enrollment data from the previous school year. Student enrollment is tracked in the school's student information system, and ATS, and is publicly reported monthly at Board of Trustee meetings by the School Leader.



Charter Year	Actual Enrollment	Charter Maximum Enrollment	% of Maximum Charter Enrollment Met	Revised Charter Maximum Enrollment	% of revised maximum enrollment met
2008-2009	139	160	86%	141	98%
2009-2010	198	240	82%	207	95%
2010-2011	260	320	81%	273	95%
2011-2012	312	400	78%	339	92%

Table 10 : Enrollment as compared to first term charter maximum enrollment and revised maximum enrollment

Discussion – As indicated in SED / La Cima pre-opening correspondence, La Cima’s revised plan (post-authorization) was to fully grow into the NYCDOE space it was allocated by the Office of Portfolio Development. A request for an enrollment modification indicating this change from a 4 classroom to 3 classroom model on each grade level, and a reduction in the overall number of scholars served was made. That enrollment modification is indicated above, and the % of the maximum enrollment calculated off of that target (our working target) as well.

Charter Year	Total Enrollment Beginning of Year	Total Enrollment End of Year	Persistence
2008-2009	139	129	-7.2%
2009-2010	198	200	+1.1%
2010-2011	260	255	-2.3%
2011-2012	312	303	- 4.4%

Table 11: Enrollment Persistence

Goal Area: Parent/Guardian Satisfaction

Each year, parents/guardians will express satisfaction with the school’s program, based on the school’s Parent/Guardian Survey in which at least 80% of *all* parents² provide a positive response to each of the survey items. This goal will be assessed by an annual review of a summary of results of the parent/guardian survey by the Board of Trustees.

Goal Attainment: Goal Met.

Each year, La Cima administers a parent/guardian satisfaction survey. During the previous two years, parents have expressed their satisfaction with the school by giving a positive response rate of well over 90% to each question item(see Table 12 below). Individual objective results can be found in Figures 10 and 11on pages 41 and 42.

Charter Year	% of Participation	% of positive responses
2008-2009	Data unavailable	Data unavailable
2009-2010	Data unavailable	Data unavailable
2010-2011	78.3%	Greater than or equal to 94.5% in all question areas
2011-2012	97.4%	Greater than or equal to 92.8% in all question areas

Table 12: Parent/Guardian Winter Survey Results

² All parents include those who do not respond to the survey.



b. Financial Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the financial goals laid out in its performance goals and charter contract.

Goal Area: Financial Compliance

Goal: Each year of operation La Cima has had an independent financial audit. The goal is that each audit will result in an unqualified opinion and no major findings³. As shown in Table 10, La Cima has met this goal each year. The Board of Trustees assesses this goal each year during the review of the final financial audit.

Charter Year	Completion of Independent Financial Audit	Result	Determination
2008-2009	Yes	Unqualified opinion and no major findings	Goal Met
2009-2010	Yes	Unqualified opinion and no major findings	Goal Met
2010-2011	Yes	Unqualified opinion and no major findings	Goal Met
2011-2012	Yes	Unqualified opinion and no major findings	Goal Met

Table 13: Independent Financial Audit Findings

Goal Area: Financial Viability

Each year, the school will operate on a balanced budget and maintain a stable cash flow. This goal will be assessed annually by a review of budget to actual statements, cash flow statements, and any other relevant documentation by the Board of Trustees.

Charter Year	Balanced budget	Cash Flow Stability	Determination
2008-2009	Yes	Yes	Goal Met
2009-2010	Yes	Yes	Goal Met
2010-2011	Yes	Yes	Goal Met
2011-2012	Yes	Yes	Goal Met

Table 14: Financial Viability

c. Organizational Capacity

Standard: The school has established a well-functioning organizational structure with clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and organizational viability.

Staff Recruitment

We are committed to recruiting, hiring and retaining the best. To achieve this goal, we recruit from a very diverse pool – highest quality graduate schools, alternative certification programs, consistent presence on high traffic recruitment websites and recruitment sites that specifically feature candidates that are people of color and those committed to social justice.

Our recruitment process is an intensive, multiple step process:

- Resume Review
- Haberman⁴ Protocol – 30 minute intensive set of questions to assess whether or not the candidate possesses the qualities that we have identified as integral to effective teaching – persistence, commitment to educating all children, etc.

³ The Board of Trustees will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the Principal or seriously jeopardizes the continued operation of the school.

⁴ Haberman Protocol, developed by Dr. Martin Haberman



- 40 Minute Demonstration Lesson
- 30 Minute School Observations
- 30 Minute In-Person Interview
- Reference Check

We have refined this process year over year and consider recruitment as the key to ensuring that the highest quality teachers that embody our school's unique mission and vision join our team. As our staff retention rate climbs each year, we credit this, in part, to our improved recruitment practices.

We are also committed to retaining the best for La Cima by creating and incentivizing benefits packages. In the 11 – 12 school year, in addition to comprehensive health and life insurance benefits, all staff members received a computer and smartphone with an unlimited text and data plan as an additional benefit. We also implemented a re-signing bonus where returning staff members received a \$1,500 stipend as a benefit to their continued service.

While we are confident in our recruitment practices, we recognize that there have been instances where it is determined during the course of the year that an individual is not best servicing our students or committed to our school's vision. Our employees sign an "at will" agreement. Over the course of our charter, a handful of employees evoked this right and decided the charter school setting was not aligned with their personal and professional goals – during or at the conclusion of the school year. There have also been a handful of instances where as a school administration team we did not see evidence of the academic and social/emotional gains we have identified as charter goals. In these instances, we have opted not to renew their employment agreement or terminated their employment when necessary. Staff turnover rates can be found in Appendix F.

School Leader Performance Review

The La Cima Board Trustees takes its responsibility to assess the school leader seriously. The Board has adopted a School Leadership Rubric that is aligned with the rubric used for teacher evaluation and coaching. During the 2011-2012 school year, La Cima Charter School participated in the Race to the Top Grant. As a part of this process we refined our school leader evaluation process, which will ultimately include all components outlined in the NYSED APPR Field Guidance. Our current comprehensive school leader evaluation process is described below. The 2011-2012 school leader evaluation process will be completed in August 2011.

School Leader Performance Review Metrics

School leader's performance will be reviewed on an annual basis. The Board of Trustees will review the following data points in the review process:

- Quantitative Metrics – The Board will review the School Leader's progress toward attainment of Charter Goals.
- Qualitative/Quantitative Metrics – The Board will capture data from a multiple constituents based on the School Leader Performance Review Tools sourced from the Marzano School Administrator Evaluation Rubric and Reeves' Leadership Performance Matrix (Sections 1.0-2.5). These rubrics are included in Appendix G.



Overview of the Annual School Leader Performance Review Process

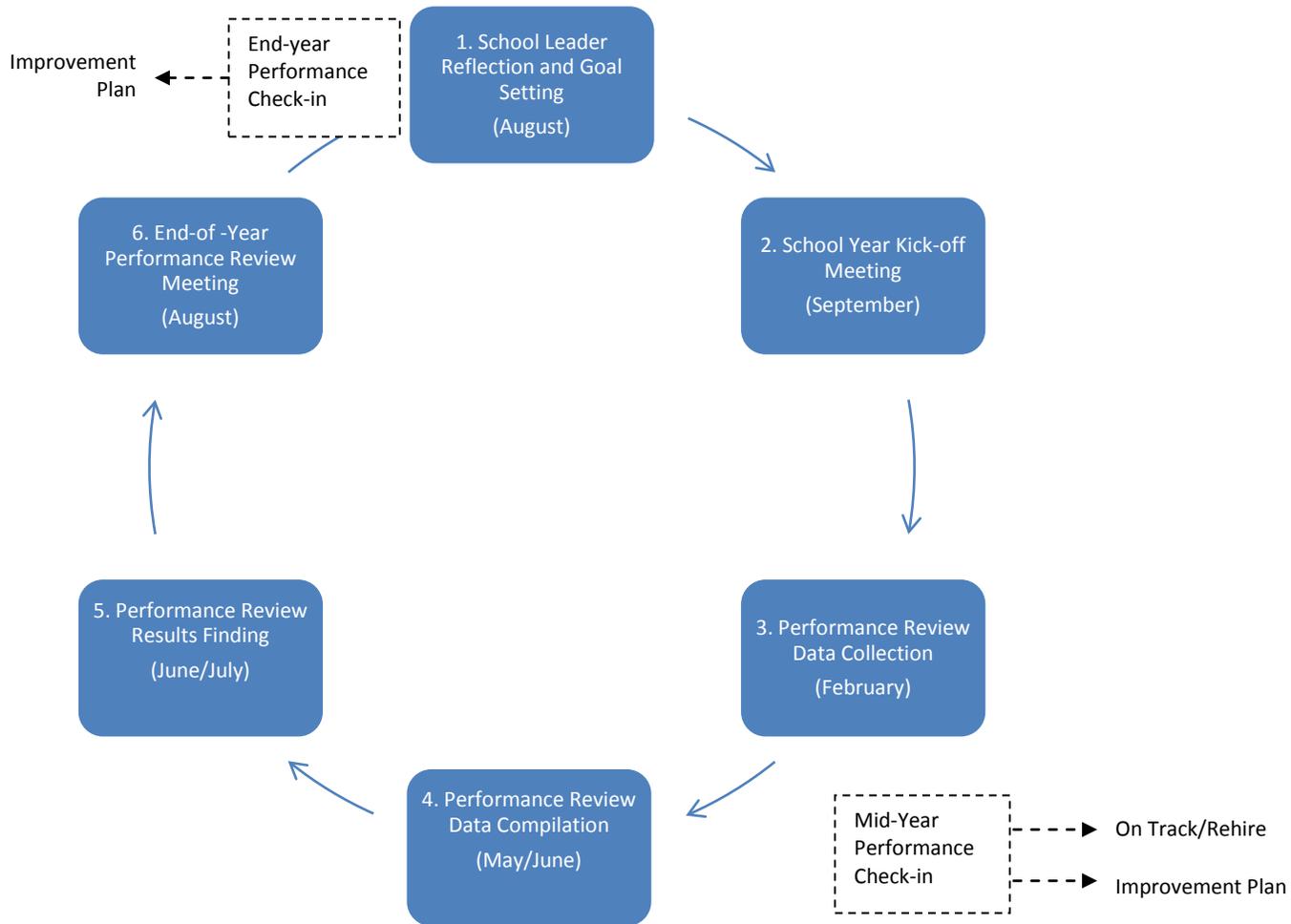


Figure 9: Overview of Annual School Leader Performance Review

School Leader Performance Review Process Steps	
1.	<u>Reflection and Goal Setting</u> - School Leader completes self-evaluation, reviews progress toward goal attainment, and identifies school-wide priorities for the upcoming school year.
2.	<u>School Year Kickoff Meeting</u> - Board Chair meets with School Leader to discuss goals and priorities for the year. These goals and priorities will be used to frame board oversight for the school.
3.	<u>Performance Review Data Collection</u> – Surveys and evaluation will be administered and data will be collected. <ol style="list-style-type: none"> a. Families will complete a survey aligned with the Marzano and Reeves rubrics. b. Teachers will complete a survey Marzano and Reeves rubrics. c. School Leadership Team will complete a survey Marzano and Reeves rubrics. d. Executive Committee members will complete the school leader performance review tool.
4.	<u>Performance Review Data Compilation</u> - A designated Executive Committee member will compile all of the data and prepare a report for the Executive Committee to review.
5.	<u>Performance Review Results Finding</u> - Executive Committee will review the data and summarize and document the progress toward goal attainment. In addition, final, formal documentation will be prepared.
6.	<u>Year in Review Meeting</u> - Board Chair will share the findings and final documentation of the performance review with school leader in person. (return to process step 1)

Table 12: School Leader Performance Review Process Steps



d. Board Oversight and Governance

Standard: The board of trustees provides competent stewardship and oversight of the school while implementing and maintaining policies, systems, and processes to ensure academic success, organizational viability, and faithfulness to the terms of its charter.

Charter Year	Trustees Exiting Board Service	Reason	New Trustees	Expertise
2008-2009	None	n/a	n/a	n/a
2009-2010	None	n/a	n/a	n/a
2010-2011	Sandra Acosta Cliff Schneider Irene Baigorri	Completed term Completed term Became employed by La Cima	Shereem H-Brown Jennifer Swayne Jennifer DaCosta Chris White	Education HR Law Non-Profit Law Finance
2011-2012	Simone D'Souza Andrea Zayas	Conflict of Interest – new position at the NYCDOE	Gordon Watson	Finance

Table 16: Trustees Exiting Board Service

The La Cima Elementary School Board of Trustees was established with five founding members convened by the school's founders in 2008; currently, seven trustees sit on the board (see Appendix G for Board Membership). Members have left the trustees as part of the natural cycle of growth and change in the organization. As terms were completed, founding members moved off of the board, making room for new members with necessary expertise, as well as renewed energy and resources to provide the board, now in a new stage of development past start-up. New members are recruited and oriented to the board based on a recruitment policy, managed by the Governance Committee with authority to establish a Nominating Committee if needed, based on recruitment needs as defined by a skills and terms matrix (skills generally needed include finance, fundraising, governance, human resources, public relations, facilities, and community representatives). Other considerations include board diversity and ensuring the nonexistence of nepotism. On an annual basis, and any time there is a departure of a member of the board, the Governance Committee reviews the board matrix to determine skills on the board and those needed. Questions that are asked during the interview:

- I. What is this individual's commitment to La Cima's mission?
- II. Is s/he able to commit the time necessary for board participation?
- III. Does s/he possess key skills?
- IV. Does s/he have the ability to work with others well to problem solve?
- V. Are there any potential conflicts of interest?

The application process begins with a potential candidate submitting his/her resume, a cover letter, and completing a board questionnaire. After a discussion of any possible conflicts of interest, an invitation to apply and to attend or participate in board meetings is extended to the candidate. A candidate is provided a Board of Trustees job description along with NYSED board member review and financial disclosure documents for completion. Once elected, the candidate is invited to orientation training (separate from attendance at board meetings). The new trustee is provided with a La Cima Board Handbook which includes a board calendar, copy of bylaws (Exhibit E), active policies, and instructions for the High Bar, etc. During the initial training, we aim to provide board members



with the practical tools and knowledge of board governance, tools for accountability, as well as general charter school landscape perspective.

Annually, the board develops a set of goals for itself in each committee, to support the growth and success of the school. The Board committee goals are formulated by committees, and are connected to the school and board priorities. During the 2011-2012 school year, Board committees developed and executed against the below goals.

Academic Committee

- 1) Develop, implement, and review protocol for academic data discussions including trigger questions and expectations. Consider goals in three categories: (1) absolute academic performance measures; (2) comparative goals; and (3) value-added data.
- 2) Drive and ensure 100% of trustees visit La Cima and give feedback via feedback from at least once during the school year.

Executive Committee

- 1) Develop, review, and implement a formal school-based grievance process based on NYSED grievance policy.
- 2) Plan and prepare for charter renewal.

Finance and Audit Committee

- 1) Develop and implement an annual budget process and timeline to serve as a year over year process map and template.
- 2) Review the Financial Policies and Procedures manual.
- 3) Review and recommend appropriate investments on a quarterly basis and the investment policy on an annual basis.

Fundraising Committee

- 1) Develop, approve, drive, and ensure 100% board member fundraising and/or personal contribution (give or get) up to \$5000 and at least 10% (\$500).
- 2) Board members raise funds sufficient to mitigate the cost of High Bar membership, and a trip to the National Alliance of Charter Schools Conference in June for one member.

Governance Committee

- 1) Leverage board member networks for recruitment of new trustees who are committed and valuable to the organization (refer to the Skills and Terms Matrix for guidance).
- 2) Ensure board proficiency in the use of parliamentary procedure ensure implementation in all board meetings.
- 3) Drive and ensure 100% board member participation in the use of High Bar to drive committee meetings, renewal application completion, and other board initiatives.

The Board has not specifically undertaken a strategic planning process. However, on a regular basis, the board reviews its position, and plans for revising strategy, policy, and practices, based on data. Evidence of this is in the establishment of a specific recruitment policy to support recruitment efforts and the subsequent recruitment, onboarding and retention of our current Board members. In other examples, the board reviews the school's financial position and makes strategic decisions about short and long term investments, based on the school's desire to be responsive to parent's request for additional grades.

The board operates under a conflict of interest policy that was formally approved in November 2011. Prior to that date, the conflict of interest policy was embedded in the body of the charter. The policy supplements, but does not replace applicable state and federal laws governing conflict of interest. Additionally, all prospective board members



submit conflict of interest and financial disclosure documents annually as required by the NYSED Board of Regents. The Board and the school do not engage in any less than arms length contracts.

On an annual basis, the governance committee reviews compliance with open meetings laws. The chair of our Governance Committee routinely reviews any updates or new regulations regarding Open Meetings law, FOIL and other relevant regulations. These regulations are made clear and transparent to the full Board through trainings when members first join the board, and through regular, annual updates for the whole board. Annually, the board expects to receive from school leadership a listing of board meetings as posted on the website, as evidence that the meetings are being made public. Board meetings are held at the school most often, in order to make them as accessible as possible to parents and other stakeholders. Occasionally, board meetings are held in other offices that are accessible to the public in the area.

The board operates with the assistance of an online governance management system, the “High Bar” (<http://reachthehighbar.com/>). Board goals and related tasks live within the system, and progress is tracked on an ongoing basis, with committee and board agenda items directly linked to specific goals detailed above. Individual committees as well as the full board reflect and report on board goals in every meeting. Training and ongoing development are embedded in the High Bar tool. The High Bar was developed by Marci Cornell-Feist, a national expert in charter school governance. Marci has provided our board with training directly, on specific areas that were identified through self-assessments as in need of development. Twice annually, the board takes these guided self-assessments in everything from knowledge and understanding of goals, their role as board members, accountability, the roles of governance and management, and academic outcomes. These assessments are then analyzed and used to make individual training available to board members, and to support the school leader in making training available through meetings with Trustees. We expect to continue working with the High Bar in the future.

e. School Leadership

Standard: School leaders provide valuable administrative direction and make data-informed decisions based on the needs and best interests of students, staff and families within the community.

The Leadership Team is comprised of a number of administrators and coaches who together, effectively orchestrate the day to day operation of the school. As you will see in the organizational chart in Appendix D, the team is organized into professional learning communities in grade bands (K-2 and 3-5), specialty areas (Learning Support, Specialists) and functional areas (operations and business). Each school leader or leadership team member has a small, manageable number of direct reports. This is a critical element for us, and defines our ability to maintain quality, while providing one on one management, support and guidance to the professionals on our teams.

Roles:	Key Responsibilities:
Executive Director	<ul style="list-style-type: none"> • Guidance and direction of the mission and vision. • Working with the board, authorizer, and other accountability bodies. • Development/fundraising as necessary. • Community relations. • Talent development. • Leadership pipeline development. • Research and program development. • Program quality assurance. • Serves on a committee of the Board. • Reports to the Board.



Principal	<ul style="list-style-type: none"> • Implementation of instructional program. • Implementation of professional development. • Support and guidance of Deans. • Aligned instructional leadership. Ensuring Deans and grade level chairs are delivering consistent quality feedback and support to teachers. • Ensuring vertical and horizontal alignment of curriculum. • Tracking teacher development and effectiveness of intervention programs. • Serves on the Board of Trustees Academic Committee • Reports to the Executive Director.
Dean of Curriculum and Instruction (K-2)	<ul style="list-style-type: none"> • Serve as a guide, resource, coach and mentor teacher to the teachers on the grade band. Provide model lessons, coaching and feedback to teachers. • Implement lesson studies, unit studies, and provide support on a daily basis. • Track assessment data. Lead DDI training and PLC meetings. • Support teachers of developmentally underprepared Kindergarten students in modifying the K curriculum to include components of pre-literacy and pre-numeracy to ensure success. • Reports to the Principal.
Dean of Curriculum and Instruction (3-5)	<ul style="list-style-type: none"> • In addition to the above, support grade 3-5 teachers in curricular modification to specifically support scholars new to our school in preparation for the state exams. Co-Direct Saturday and After-school Intervention programs with the K-2 DCI. • Track assessment data. Lead DDI training and PLC meetings. • May serve on a board committee (typically academic). • Reports to the Principal.
Dean of Students and Culture (grades K-2) and Dean of Students and Culture (grades 3-5)	<ul style="list-style-type: none"> • Ensuring that teachers, scholars, families and school leaders have tools, training, resources and materials to consistently create the La Cima learning environment for scholars (according to the CARE Principles) • Support scholars in making good choices; supporting teachers when necessary with classroom behavior • Working closely with families to provide CARE Principles aligned home support for scholars, including Kindergarten summer “camp” support, home-visits, and provision of alternative instruction in the infrequent occurrence of a suspension. • Specifically providing families with workshops regarding best practices in literacy support at home, parenting for academic success, and coordinating the Family Congress. • May serve on a Board committee. • Reports to the Principal.
Director of Operations	<ul style="list-style-type: none"> • Responsible for all of the front and back office operations, outside of finance, including compliance, food services, transportation, human resources, facility management, building council representation, student and teacher recruitment, purchasing and inventory, billing to the NYCDOE for per pupil bi-monthly payments, and technology management.



	<ul style="list-style-type: none"> • Management of a small team of operations professionals. • May serve on a Board Committee (fundraising or governance) • Reports to the Executive Director.
Director of Finance	<ul style="list-style-type: none"> • Responsible for all of the daily, weekly, monthly and annual functions of the finance functions including: payroll, accounts payable/receivable, quickbooks reporting, grant management and reporting, audit preparation and liaising with external independent CPAs, managing cash flow, processing 403b matches, benefits management, procurement of general liability, umbrella and D&O insurance, provides monthly and annual standard reports to the ED and Board (budget to actual with variances, cash flow, balance sheet), provides guidance and direction to the ED and Board on annual budgeting process. • Serves on the Finance Committee of the Board • Management of a small team of business/finance professionals. • Reports to the Executive Director

Table 17: Roles and Responsibilities of School Leadership

While the Executive Director is solely accountable to the board, and the board ultimately accountable to the Authorizer for the school meeting its goals, the work of the school toward achieving academic outcomes and other goals is shared and collective work. Annually, school leaders develop functional area and individual goals based on and connected to the annualized renewal goals. Additionally, in some areas, functional areas and individual “SMART” (Specific, Measurable, Attainable, Reasonable and Time delineated) goals are subdivided into smaller components that are more specific, targeted and measurable. For example, we have an annual goal of having unqualified opinion as a result of the independent audit. An example of a SMART goal in that larger goal category is: The Finance Department will close the monthly books in QuickBooks no later than the 15th of the month and produce budget to actual with variances, a cash-flow statement, and an accounts payable report for review by the Executive Director and the Board Treasurer. This type of SMART goal ensures that individuals, functional areas, and ultimately the school, is on track to meet its larger annual and renewal goals.

In a more informal system of accountability, mutual support and load sharing, each leadership team member shares their weekly priorities and task lists with the rest of the leadership team in preparation for discussion and cross-functional problem-solving, collaboration and communication at the weekly Leadership Team meetings.

There are a number of operations and finance functions that are routine, and happen in a calendarized, monthly, quarterly, or annual fashion. We have developed task-lists, checklists, and task calendars for a number of these functions. For example, we have quality routines around providing the Office of School Foods timely reporting of our scholars’ meal consumption through a number of systems that are available to us. The Director of Operations reviews documentation that is produced by the Operations Associate, who completes daily and weekly meal consumption reports on first a student-by-student then school-wide report. Based on this data, the operations team can make informed decisions to best serve our students’ nutritional needs.

Communication with parents/families and students happens in a number of ways. Our goal is to reach as many family members as possible through our communications. We have various systems in place to support these regular and ad-hoc communications. Backpack mailings are those fliers sent home to communicate events, monthly newsletters, and special program opportunities. Each day, the daily choices sheet serves as the primary means of communication between teachers and families. Families sign acknowledgement of their child’s behavioral performance on a given day and offers space for both parents and teachers to check-in through written



communication. Phone calls using a “One-Call” system are used to provide parent with reminders about events and opportunities for them to volunteer. Family Congress meets monthly during our Family Breakfasts. These formal meetings are a forum for information sharing, and garnering feedback from families. During one of the first meetings of the year, annually, and whenever data regarding school performance are available, this data is shared during Family Breakfasts to allow for a more open dialogue.

f. Solvency and Stability

Standard: The school has operated pursuant to a long-range financial plan and aligns budgeting practices with the school mission and key school design components. Annual budgets are sustained by enrollment, and the school has positive net assets and adequate cash flow to ensure solvency and promote student achievement and growth. Critical financial needs of the school are not dependent on variable income (grants, donations, and fundraising).

La Cima has a strong and clearly defined annual budgetary process whereby it engages members of the school's leadership team and Board of Trustees in making budgetary decisions. In intervals throughout the budget process, school-based staff meets with the Finance Committee to review drafts of the budget and discuss next steps. Preliminary budgets and assumptions are driven both by running actuals and projections, as well as programmatic needs. As the board's budget vote nears, the Director of Finance assists in preparation of the board presentation.

Starting in mid-winter of the school year, discussions around enrollment projections, capacity, and programmatic targets are discussed to form base line assumptions for the following year. Budgeting priorities are grounded in supporting student achievement and are set by asking important questions such as, what investments need to make in what programmatic areas in order to best meet the needs of our students? How can we use our resources to best support teachers, and quality instruction? How can we use our resources to advance our organizational development in new areas (like addressing the Common Core Learning Standards)?

Another budgetary priority is attracting and retaining talent. School leadership conversations analyze staff performance, required staff members for optimally effective instruction, and long-term implications of budget decisions on talent. Another way the school approaches budgeting is by looking at metrics on the per unit basis, for example, compensation and curriculum costs per student, as well as looking at the trends both over time and in comparison to similar schools.

The school has not experienced any financial or cash flow challenges, made possible thorough tight controls and excellent oversight on spending, resulting in the accumulation of a significant surplus totaling \$2,000,000 (approximately \$2,600 per student).

The school builds the budget based on a projected enrollment number, carefully considering attrition and evolving programmatic goals. Since its founding in 2008, the school has been able to save approximately \$500 per student per year through per pupil allocation; the average savings for all revenue sources is approximately \$2,600 per student. We build in an expectation of about 5-10% attrition annually, and hence build our budget not on the enrollment targets, but rather on our expected annual FTE. This allows us to have very realistically stated revenue, and the perspective necessary to make monthly spending decisions based on a realistic budget. Specifically, we follow a best-practices approach to budget, outlined in the below steps carried out by the Board, Staff, and Finance Committee.



Budget Process ⁵ – [Timeframe – October through June]		
Staff	Board	Finance Committee
<p><i>Phase One</i></p> <ol style="list-style-type: none"> 1. Project Enrollment 2. Discuss new programs and initiatives 3. Outline next year's fundraising plan (best, likely and worst case scenario) 4. Discuss general staff structure <p><i>Phase Two</i></p> <ol style="list-style-type: none"> 16. Given the operating expense number, develop expense budget 17. Provide detailed information for each program (after school, pre-k, etc.) 18. Submit report to Finance committee 	<ol style="list-style-type: none"> 5. Affirm projected enrollment number 6. Estimate conservative fundraising amount 7. Discuss allowable annual operating deficit prior to fundraising 8. Discuss general guidelines and budget objectives <ol style="list-style-type: none"> a. Operating surplus b. Fixed v.variable costs 9. Discuss parameters on which programs, if any, will be subsidized and which programs much breakeven or be profitable (afterschool, Saturday Academy, etc.). Discuss the amount of allowable subsidy. 	<ol style="list-style-type: none"> 10. Project Revenue (excluding Fundraising) 11. Estimate deficit amount to be covered from fundraising 12. Determine total allowable expenses 13. Determine operating surplus 14. Estimate Mandatory Expenses (outside of the control of staff) <ol style="list-style-type: none"> a. Reserves b. Capital expenditures c. Debt repayment d. New School Expansion 15. Calculate an operating expense number <p><i>Phase Two</i></p> <ol style="list-style-type: none"> 19. Perform 5 year projections using conservative assumptions and integrating information about likely new revenues or expenses (e.g. technology lab) 20. Perform sensitivity analysis 21. Present to staff 22. Present to Board

Table 18: Budget Process (October – June)

g. Internal Controls

Standard: The school has maintained appropriate internal controls and procedures. Transactions have been accurately recorded and appropriately documented in accordance with management’s direction, laws, regulations, grants, and contracts. Assets have been safeguarded. The school’s annual independent audit is devoid of material or repeated findings that may put the school in fiscal jeopardy.

La Cima employs a strong system of fiscal checks and balances, as outlined in the school's Financial Policies and Procedures manual (reviewed and voted upon annually by the Board of Trustees). The basis of this approach achieved by employing the proper segregation of duties where feasible and deemed necessary. No one person is involved in all of the financial transactions performed on behalf of the school. A formal monthly close-out schedule is followed. The process involves a mid-month review designed to capture accounting errors, missing entries or possible improprieties before they occur. The process also involves the performance of trend analysis per account to ensure proper accounting and further mitigate risk.

The school has received annual independent audits for each school year that it has been in operation . There were audit findings noted in the 2008-09 audit related to insurance coverage, missing supportive credit card and fixed

⁵ Reach the High Bar Resource



asset documentation. These are not considered major findings, but were nevertheless corrected and noted as such by the auditors on the 2009-10 management letter. There were no findings noted in the 2009-10 and 2010-11 audits

Please see the attached audited financial statements for FY11, and the management letters for each previous audit.

h. Financial Oversight

Standard: The board is accountable for long-term financial oversight and solvency through appropriate planning processes.

The board is organized into several committees per La Cima’s initial charter. The Finance Committee is convened for oversight of the school’s fiscal matters. The Finance Committee reviews all financial statements and reports on financial activity to the full board on a monthly basis. The Finance Committee meets between full board meetings on a monthly to bi-monthly basis to review financial statements in advance of board meetings. The Director of Finance sits as a member of the Finance Committee.

i. Financial Reporting

Standard: The school has complied with state and federal financial reporting requirements. The school has provided the State Education Department with required financial reports on time, and such reports have been complete and have followed generally accepted accounting principles.

Charter Year	Requirements – State	Met/Not Met
2008-2009	Quarterly Financial Statements (unaudited)	Met
	Annual Budget	Met
	Audited Financial Statements	Met
2009-2010	Annual Budget	Met
	Audited Financial Statements	Met
2010-2011	Annual Budget	Met
	Audited Financial Statements	Met
2011-2012	Annual Budget	Met
	Audited Financial Statements	Met

Table 19: Financial Compliance

j. Facilities

Standard: The school provides facilities and physical conditions that allow students to maximize their learning potential.

La Cima has been sharing space since it opened in 2008 in a NYC Department of Education school building with two co-located middle schools: MS 267 and Bedford-Stuyvesant Collegiate Charter School. La Cima occupies the entire third floor of the building with 20 classrooms including an art room and a music room that doubles as a community meeting room, plus small instructional spaces to support our special education compliance, a conference room, staff kitchen, etc. Additionally, we have been allocated a small cafeteria on the first floor of the building, and we share the gymnasium, auditorium, and schoolyard with the other two schools in the building. An amicable share of space is facilitated by monthly Building Council meetings; schools also share best practices within the building.



k. Parent/Family and Student Satisfaction

Standard: The school demonstrates that parents/families and students are engaged in the school community and are satisfied with the school's academic and organizational practices.

Our families are our most important advocates, and are an important measure of our success. We believe strongly that parent voices should be heard in the education of their children and strive to create multiple paths for families to be deeply engaged in the process of education at La Cima. Over the course of the initial charter term, La Cima has collected data about parent satisfaction. The survey data, alongside our stable enrollment, and strong waitlist demonstrate an overall family and student satisfaction with the program, services and school community.

Enrollment, as of BEDS Day, During Initial Charter Term					
Grade Level/Year	2008-09	2009-10	2010-11	2011-12	2012-13
K	74	71	75	75	75
1	65	65	65	66	69
2		65	63	66	66
3			57	66	66
4				42	60
5					30
Total		139	198	260	312

Table 20: Enrollment, as of BEDS Day, During Initial Charter Term

The enrollment in the chart above captures the enrollment each BEDS day and that projected for the 12 – 13 school year based on our current recruitment. Our enrollment has grown each year as a school as a whole and on a grade-by-grade basis.

Rate of Attrition			
2008-09	2009-10	2010-11	2011-12
-7.2%	+ 1.1%	- 2.3%	- 4.4%

Table 21: Rate of Attrition

Persistence/Attrition data is calculated by the number of students who withdraw during the school year that are not attributable to moving out of the area. We have consistently maintained attrition rates lower than 10% of total enrollment and have not exceeded 5% attrition since the first year of our charter.

Waiting List Pending Final Enrollment					
Grade Level	2008-09	2009-10	2010-11	2011-12	2012-13 (as of 7/12/12)
K	0	0	155	319	235
1	0	5	70	50	47
2		0	75	32	25
3			28	54	32
4				47	33
5					21
Total		0	5	328	502

Table 22: Waiting List, pending final enrollment of all students



Each year, we launch an application campaign that targets families in our home district, Spanish speaking families in District 32 and those day cares and headstarts where our current student population previously attended. Since 2010 – 2011 we have met our registration targets while increasing our overall school enrollment and managing a waiting list that indicates an increasing demand for seats from the community.

At La Cima Charter School, we believe that families are our most important advocates and partners. The Family Congress is a family-run sub-organization whose mission is to provide a venue through which parents/guardians can participate in school governance. Congress was established in the fall of 2008. It is an effective mechanism for:

- Two-way information dissemination /communication
- Community celebrations (i.e. Home Language Book Night, Academic Excellence Awards Pot Luck)
- Family workshops (i.e. Effective Home Learning Environments, Understanding Standards-Based Report Cards)
- Leadership development (i.e. project leadership and development)
- Fundraising

The Family Congress is democratically run, using Robert's Rules to govern meetings, with each member having a single vote, and decisions being made by super-majority vote.

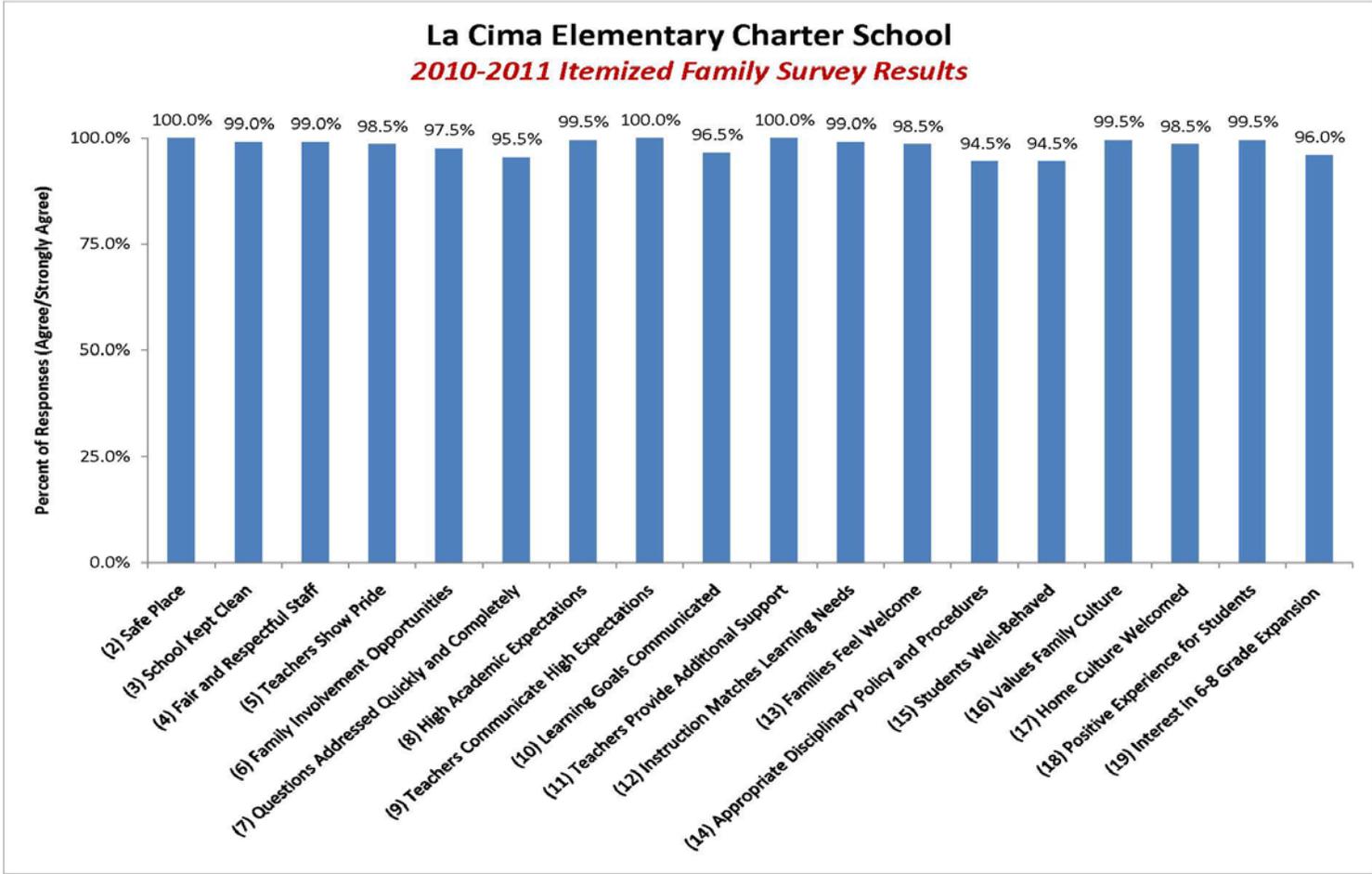
Our school has an open door policy in addition to a detailed calendar of events for our families to participate in. Monthly family breakfasts provide an open forum where topics included in the monthly newsletter can be reviewed in greater detail, feedback can be provided on areas of concern and questions can be answered by the school's leadership team. The school organizes seasonal assemblies and potlucks to bring families and their cultures into the classroom in a regular, structured way. Both events have been formalized since the beginning of our charter based on family feedback provided through informal feedback channels and Family Congress.

No formal grievances have been filed with the board by any stakeholder throughout the term of the charter. As in any organization or community, there are grievances, disagreements and conflicts from time to time. Those are handled with our escalating grievance policy, which indicate clearly with whom one should be in contact in order to have a grievance resolved.

Family Surveys

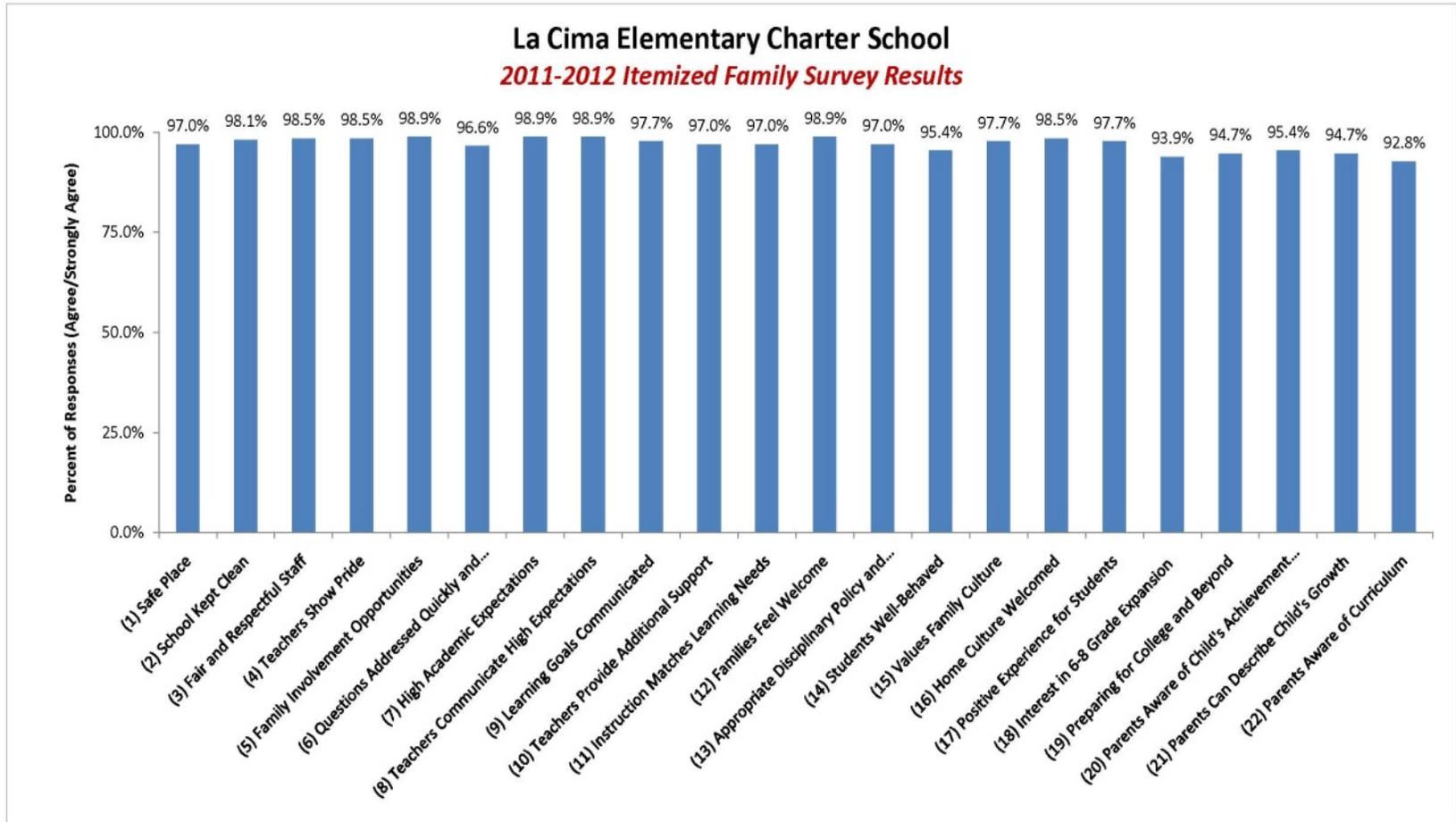
For both the 2010-2011 and 2011 – 2012 school years, we conducted formal surveys as an additional indicator of family satisfaction. These surveys in conjunction with our Family Congress/monthly family breakfasts, quarterly conferences and other informal feedback opportunities provide evidence that the clear majority of families are satisfied across all measures in rates between 92.8 – 100%.





Note: Family surveys were submitted anonymously in February 2011. Out of 254 students enrolled, we received 199 completed surveys. A copy of the survey is attached on the following pages.





Note: Family surveys were submitted anonymously in during the second quarter of the 2011-2012 School Year. Out of 270 possible family surveys, we received 263 completed surveys.



3. **Is the school faithful to the terms of its charter and has it adhered to applicable laws and regulations?**

a. Charter-Specific Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the charter-specific goals laid out in its performance goals and charter contract.

La Cima did not create charter-specific performance goals. That said, please see the performance goals sections for our achievements in serving ELLs and Special Education students.

b. Mission and Key Design Elements

Standard: The school is faithful to its mission, vision and educational philosophy, and has implemented the key design elements included in its charter.

The mission of La Cima Elementary Charter School is to prepare students for academic and life-long success through a rigorous and relevant academic program. Our vision is to develop scholars who have the intellectual capacity, social capital and the emotional strength of character to be personally successful, and to act as effective change-makers in their communities.

Our school philosophy is grounded in the behavioral psychology of Dr. Carol Dweck, the theories of Paolo Freire and Lisa Delpit, which speak to education for social and political change. We believe that through creating an exceptional school organization, we can create innovative opportunities that support and develop wider community change. The school becomes a location for social and political change to take root, through our scholars, our team, our families, and our work together.

"La Cima" means the peak or summit of a mountain. Each day, our scholars are prepared to climb the mountain to college and beyond. Students receive Spanish Language instruction daily beginning in Kindergarten as part of our commitment to a well-rounded education. Scholars also participate in daily recess, and weekly art, music and physical education classes to build a solid foundation of social and academic skills.

As indicated year over year in our reviews from the State Education Department, La Cima has implemented the core programs outlined in the initial charter, including balanced literacy, constructivist mathematics and science, and a social justice oriented social studies program. We have extended day and year, we focus on parental partnerships, and partnerships with the community, and provide Spanish language instruction to our scholars consistently. In addition to those programs, we are implementing a Technology Learning Lab for the 2012-2013 school year.

c. Admissions and Enrollment

Standard: The school has implemented the student enrollment strategy and admissions policy laid out in its charter and required by statute and regulations.

Each year, La Cima distributes approximately 10,000 applications through direct mailings, day care and headstart outreach, and from our school site. We also have participated for the past two years in the Charter Center's online application center to ensure high visibility and accessibility while meeting the terms of our charter, state statutes and regulations.

Recruitment Focus Areas

- *District 16:* To ensure that we are serving students in our home district, we have partnered with Vanguard Direct for the past three school years to ensure that each Pre-K student in District 16 receives an application in both English and Spanish to their home.
- *ELL Students:* To recruit ELL students, we have also done a direct mailing to District 32, conducted



Spanish-language presentations at multiple headstarts, run advertisements in *El Diario* (Spanish language newspaper) and participated in the Recruitment Fair at Harlem's Shabazz center to reach a maximum number of Spanish-speaking families.

- *Students with Special Needs:* As we have stated, we do not request nor receive IEP information for our potential students at any point during our student recruitment efforts. During registration if a family has a question about the services their child will receive, the Learning Support Coordinator works with the family to answer questions and submit paperwork in accordance with their Individualize Education Program and the Committee on Special Education timelines. We contract with outside service providers to meet the terms of a child's IEP and do not exclude any applicant based on their needs. As this table shows, we have consistently increased the number of students with special needs we have enrolled:

Enrollment of Students with Special Needs Over Time						
	Number of Students Who Applied *	Number of Students Who Were Accepted**	Number of Students Who Enrolled***	Number of Students with IEPs Who Applied	Number of Students with IEPs Who Were Accepted	Number of Accepted Students with IEPs Who Enrolled in this School
2008-2009	243	237	157	N/A	N/A	12
2009-2010	283	278	95	N/A	N/A	13
2010-2011	608	278	92	N/A	N/A	19
2011-2012	624	259	90	N/A	N/A	40

Table 23: Enrollment of Students with Special Needs Over Time

*These are applications that have been provided both before the application deadline and post-lottery waiting list.

**Accepted means those students who were offered seats. If we did not hear back from families during their given timeline or if they did not complete their registration session in the required timeline their seat was offered to the next child on our waiting list.

***Enrolled students are defined as those who completed the registration process during the registration period in which their seat was offered.

d. Legal Compliance

Standard: The school has complied with applicable laws, rules, and regulations and the provisions of its charter.

Teacher Certification

We have consistently partnered with the NYC Charter Center and complied with regulations through on-site audits to maintain teacher certifications and fingerprinting records year over year. The table below details our rate of certification, HQ/NCLB teachers, and Fingerprint Clearance. All years we have been within the 30/5 provision.

	Teacher Cert	HQ / NCLB	Fingerprint / Background
08-09	100%	100%	100%
09-10	100%	83%	100%
10-11	90.90%	76.2%	100%
11-12	93.4%	93.4%	100%

Table 24: Teacher Certification, HQ and Fingerprinting Over Time

FOIL

Year over year, we have implemented a board-approved FOIL policy and responded to requests in accordance with this policy. We have utilized the expertise of board members with a law background to ensure full compliance.



Open Meetings Law

Our board meetings have been publicized in accordance with the open meetings law through posting on our website, notifications to our scholars' families in monthly newsletters, and signage in the school building in the week leading up to the meeting as an additional reminder. Board meetings are also held at the school to increase accessibility for our school stakeholders to attend meetings.

Counsel

La Cima Charter School consults both pro-bono legal counsel and attorneys as members of our board who are consulted as needed to ensure that our policies, procedures and response to questions are in accordance with all laws and best practices.



4. Should the school's charter be renewed, what are its plans for the term of the renewal charter?

a. Key Structural Elements of the Charter

Standard: Key structural elements of the school, as defined in the Renewal Charter Application Exhibits, are reasonable, feasible, and achievable.

Statement of Need

Given the overwhelming parental demand, the clear, consistent and historical need for quality middle-school options in CSD 16 and our organizational capacity to run a successful middle-school program, La Cima Charter School seeks to increase the scope of its current charter to include grades 6-8. This would in essence create two components to the charter, a lower school, and an upper school under the umbrella of a singular charter, held by a singular board of Trustees of La Cima Charter School. Under the initial charter, our 5th grade students would exit into other schools, more than likely neighborhood public schools, most of which have historically underperformed (see Appendix W for ELA data for neighborhood middle schools). The expansion to grade 8 at La Cima would create 200 new quality middle school seats. These seats, as evidenced by parent survey data, are in high demand.

La Cima is an open enrollment by lottery school, with entry points at grades K-5, that serves every ELL and special needs student that walks through our doors. We continue to take new scholars in each stabilized grade (we consider a grade stabilized once a cohort has successfully completed the grade) and backfill seats in each grade, providing an "on-ramp" program to facilitate cultural acclimation and diagnostics to begin to address the inevitable academic gaps our new students.

The need for the request to increase the total grades served, and increase the total student count served has been determined through a careful examination of a number of factors and data points including:

- the neighborhood need for quality middle school options (via a review of test score data of schools in CSD 16, which are most likely to receive La Cima scholars) (please see Appendix W for relevant CSD 16 data)
- current La Cima parent survey data

Over the course of the last two years, our families have voiced their desire for La Cima to grow to include the middle school grades. While countless conversations are merely anecdotal, there are three important data points to mention. Our internal parent satisfaction data indicate that 96% and 94.9% of parents surveyed in 2010 and 2011 respectively were in favor of increasing the grades served by the school.

Parents who are committed to our school, and have a desire to continue their child's enrollment at our school, have begrudgingly made changes to their enrollment plans for the 2012-2013 school year to take advantage of the middle school options in Central Brooklyn that are 5-8 or 5-12 options. While we are thrilled that a subset of our scholars have been selected to quality middle schools, and that parental choice is in operation, it is very clear that if we were providing additional grades, La Cima would indeed be their school of choice. Our mission is to prepare students for academic and life-long success. The longer they are on our watch, the greater the gains we are making with them. With a full K-8 program, we will be able to take our scholars much closer to the college door than with a K-5 program.

Educational Philosophy and Evidence of Academic Program Success

As demonstrated in the previous sections, La Cima's educational program is designed to serve a very broad spectrum of learners, including students with various learning needs, ELLs and general education students, in grades K-5. As evidenced in previous sections, the longer our scholars stay with us, the more academic success is experienced.

Our educational philosophy is grounded in the behavioral psychology of Dr. Carol Dweck, the research base surrounding dual-language schooling, and the theories of Paolo Freire, and Lisa Delpit which speak to education for



social and political change. Our program is designed to provide quality educational opportunities to a diverse and broad section of NYC public school students. The following section further describe how the works of Dweck, Freire and Delpit inform our School's approach to instruction and community building.

Active Incrementalism - Dweck

Dr. Dweck's work is focused on an analysis of motivation, behavior, belief and achievement from the perspective of behavioral psychology. Her work counters the entity theorists, who believe that intelligence is innate, or fixed at birth. As an incrementalist, Dweck believes that intelligence is malleable, and determined by one's willingness to take risks, problem solve creatively, utilize resources available, ask for help, and effectively use the information from failed and near missed attempts to formulate more effective solutions. Willingness to try, or motivation, is determined by various factors, many of them external to the self. Qualitative aspects of the school setting are key in developing positive, intrinsic motivation in students.

Dweck divides motivation into two categories: performance and mastery orientation. One who is in a performance orientation will try once, perhaps not try hard, and may at times be lucky and succeed. They are apt to avoid high-risk situations that may lead to failure, generally have low self-confidence, and value achievement above effort. Individuals who have a mastery orientation perceive themselves as being able to attain a goal, by applying effective effort over time. In lay terms, the approach an individual with a mastery orientation has regarding a task is, "Practice makes perfect". Approaching a task or goal with a mastery orientation can be taught as an explicit skill, and results in individuals attempting new material more readily, and with much higher degrees of self-esteem and self-worth. This orientation is relevant to student motivation and creating a classroom and organizational culture of bettering oneself constantly, without fear of judgment by others or oneself. Inasmuch as a culture of non-judgment is necessary, a culture of honesty in critique and evaluation is necessary. To restate our earlier analogy to the "Practice makes perfect" idiom, one could characterize the effective effort exhibited in a mastery orientation as "Practice, analysis of that practice and iteratively incorporating that analysis into our next practice, makes us iteratively better at practicing".

Our focus on individualized assessment and building a culture of data and analysis is one of the essential components in developing active incrementalism at La Cima Charter School. Our CARE principles, specifically our E – Effective Effort (I learn from my actions, and never give up!) attempts to capture our belief in incremental mastery of concepts, ideas, and standards. Dweck's theories of intelligence are embedded in our daily practice of teaching, learning, professional growth and assessment.

Alternative Immersion and Academic Rigor

La Cima Charter School is based on the belief that bilingualism is an asset that is increasingly necessary in a global economy, and on the desire to serve the increasingly multicultural, diverse communities of New York City. We believe that all students should have the ability to speak, read and write in more than one language. We prepare our students with a standards-based, high-quality curriculum in the core subject areas. We use an alternative immersion model which benefits English and Spanish dominant students. English speakers benefit by becoming proficient in English and Spanish. Native Spanish speakers benefit by becoming fully bilingual and biliterate in Spanish and English. Research continues to show the additive cognitive advantages to early childhood and elementary learning in a bilingual context, and the academic advantages to mastering two languages. Students in our program spend considerable learning time on literacy, through two standards-based language arts blocks, one in English, and one in Spanish. In order to accomplish our goals and objectives, our program runs on an extended day schedule.

School Culture – Delpit and Freire

Our school is founded on respect and honor of self, family, school, and community. Our focus on bilingualism, and the cultures of our students will be woven into the fabric of the school culture. We draw on students' heritages and home cultures as vehicles to teach our students how to be proactive school community members. We view each home and heritage culture as having intrinsic value, and unique strengths. Research shows that when home culture and language are thoughtfully and appropriately integrated into the school setting (oftentimes through parent/family



participation), the work of being in school takes on a deeper, more meaningful, life-long place in student lives. Furthermore, culturally-responsive teaching allows teachers and students to see and build on cultural and linguistic strengths.⁶

Expectations for interaction between adults, children and adults, and between children are communicated to all stakeholders, and are of a high standard. The culture of our school is based on the following principles:

- *Community: Together, we are stronger.*
- *Accountability: I am responsible for myself, and for you.*
- *Reconciliation: I make peace with my words and actions.*
- *Effective Effort: I learn from my actions and never give up!*

The La Cima Charter School Principles (CARE) provide a foundation for healthy, non-competitive, constructive interactions between all individuals in La Cima Charter School's community. We have extremely high expectations for students in the classroom, in terms of behavior. We believe that students are able to meet expectations when those expectations are consistent, fair, and transparent. Routines and rituals are what allow the school to operate efficiently. We respect teaching and learning time as of the utmost importance and believe that in order to focus instructional time on instruction, students need to practice routines to mastery. We focus the first weeks of school on mastering the systems and routines in individual classrooms and school-wide, including transitioning within a classroom and through the school. Throughout the year, we revisit systems and routines to ensure that we are maintaining focus on rigor/urgency of learning.

Our approach is one that values and integrates the cultures of students and their families in the curriculum. Our Humanities (Social Studies and Literacy), Spanish language arts, Music and Visual Arts curricula incorporate literature and works that are relevant to not only the superficial elements of multiculturalism (such as, holidays, and costume), but also the cultural values, political ideologies, struggles, histories and visions of the communities our student body represent. With works of academics and educators like Lisa Delpit and Paulo Freire as our theoretical underpinning, we take seriously the work of educating students in a context that is socially and culturally relevant to them and thereby more engaging.

La Cima Charter School seeks to create structures that counter the often dysfunctional and disempowering culturally hegemonic structures of the American public school. By creating nested structured spaces where individuals can question and create (for example, morning/afternoon meetings, professional development, Congress, etc.), the systems at La Cima Charter School are created in a form that malleable, responsive and interactive. The practice within these nested spaces is antithetical to the "banking" concept of education⁷, in which students (at various levels, including teachers as students of their profession) are passive, uncompleted beings, receptacles of information transmitted by teachers. Freire describes these creative spaces as locations in which the essence of education as the practice of freedom can take place, where action (learning) and reflection (data analysis) combine as "praxis", creating communities in which teachers and students are working together toward mutual understanding, We seek to create an organizational culture in which all members of the school community are engaged, valued, have voice and are actors in the space. Education is about the acquisition of information, in part. Through our daily praxis, or our way of interacting with and dialoguing with each other we hope to transform each other's day/month/year/life, outlook/perspective/self-esteem/self-worth, choices/chances for self-actualization/success.

Curriculum

⁶ Delpit, Lisa, *Ebonics and Culturally Responsive Instruction – What Should Teachers Do?*

⁷ *Pedagogy of the Oppressed*, Freire, Paulo. 1970.



During our second charter term, the curriculum we implement will be consistent with the curriculum and approach implemented to date. As detailed in earlier sections, there have been a few deviations from the originally approved charter;

- incorporation of a Cognitively Guided Instruction component to mathematics problem-solving
- incorporating Delta and National Geographic materials into the Science curriculum
- SRA Reading Mastery for phonics
- Wordly Wise for vocabulary
- Daily Oral Language for Grammar
- Replaced Good Habits Great Readers with a rigorous, home-grown humanities curriculum aligned with the Common Core Learning Standards
- Use of the STEP Reading Assessment

Our existing curriculum is based on the Common Core and New York State Learning Standards. We expect to continue these quality practices through the middle school grades.

The school Executive Director and Principal will be in charge of implementing the request to grow additional grades, if granted. Continuing on our successful leadership development program, we will expect to develop our middle school leader internally, and continue to develop future leaders as well.

School Characteristics

1. How is the revision request consistent with the school's mission and education program?

Please see the section on Need and Educational Philosophy.

Additionally, the school will continue to implement key elements such as:

- Spanish Language Arts
- Social Justice Focus
- Rigorous and Relevant Curriculum
- Data-Driven Instruction
- More Time
- Partnerships with Families and Community

2. How will the school's culture and norms be maintained?

We have a very distinct and defined school culture, with specific rituals, routines, and artifacts (Please see Appendix U for materials related to culture.) Our CARE Principles are the vehicle for transmitting the school's fundamental culture to all community members. In a second renewal period, and in a middle school expansion, our CARE principles would continue to serve as the unifying element in our school community. Middle school students benefit further from the opportunity to connect in meaningful ways with grown-ups, and the research shows that this type of connectedness creates a social cohesion that allows for students to stay engaged and invested in school through some of the most trying years. An advisory program that serves as the basis for services to students and families will be implemented beginning in grade 5. This program will address the social and emotional needs that our scholars come to school with, and begins to address (in a structured and reasonable way) the effects of poverty on our scholars. We recognize that as a school, we have an opportunity to make adjustments to services, to include social wellness, health, and engage students from a perspective of understanding the difficulties present in various areas of their lives. When this happens, our ability to serve our students is expanded. We not only address their academic needs, but also their need for a socially cohesive, safe, and challenging school environment.

Enrollment and Recruitment

1. Can the school demonstrate that there is sufficient demand for existing seats at the school? How?

We have sufficient current enrollment to promote a small class of 5th graders for the 2013-2014 school year, and to



fully enroll grades 5-8 beginning in 2014-2015 school year. This coupled with the family survey data regarding the desire for the school to continue to grow is strong evidence that if new seats were created, we would be able to fill them with our existing, vertically articulating student population.

2. What will be the fiscal impact on the host district?

Because of the size of the NYC public school system, and the relatively tiny size of our school, even expanded to serve an additional 200 students in grades 6-8, there is no statistically significant impact of our school's operation on the school district of NYC.

Capacity

1. How will the school's staff and governing board implement the request effectively and evaluate its success?

The board will continue to evaluate the Executive Director, who will supervise a lower school and upper school principal. We plan to continue using the effective financial, operational, and other systems we have implemented in the second charter period.

2. Has the school managed public funds effectively and responsibly?

The school has been an excellent steward of public funds. Please see evidence in our audited financial statements, management letters, and previous SED reviews.

3. Does the school's governance model utilize viable processes for policy development and a strong plan for ongoing Board self-evaluation and development?

The board, as described in previous sections, has a strong self-evaluation annual process, and organizes itself around a number of committees that allow for it to operate efficiently and effectively. The governance committee ensures that the board is recruiting, training, and evaluating members. Each committee has policies to implement, review, revise and approve on an annual basis.

b. Academic Program and Ability to Operate in an Educationally Sound Manner

Standard: The school has clearly specified plans for successfully implementing changes to its academic program in the next charter term, and these changes indicate that the school will be able to operate in an educationally sound manner.

Our goal in the second charter period is to continue to develop systems to ensure academic success at every grade level, and build on our current organizational successes to grow a high quality middle school (grades 5, 6, 7, and 8) option for our scholars.

c. Organizational Viability and Fiscal Soundness

Standard: The school has provided a reasonable, feasible and achievable organizational and fiscal plan for the next charter term.

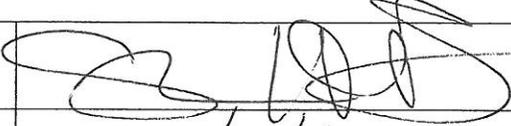
Our school has proven successes in the operations and financial areas. Please see the following exhibits which document our policies, and plans for continued organizational and fiscal viability.



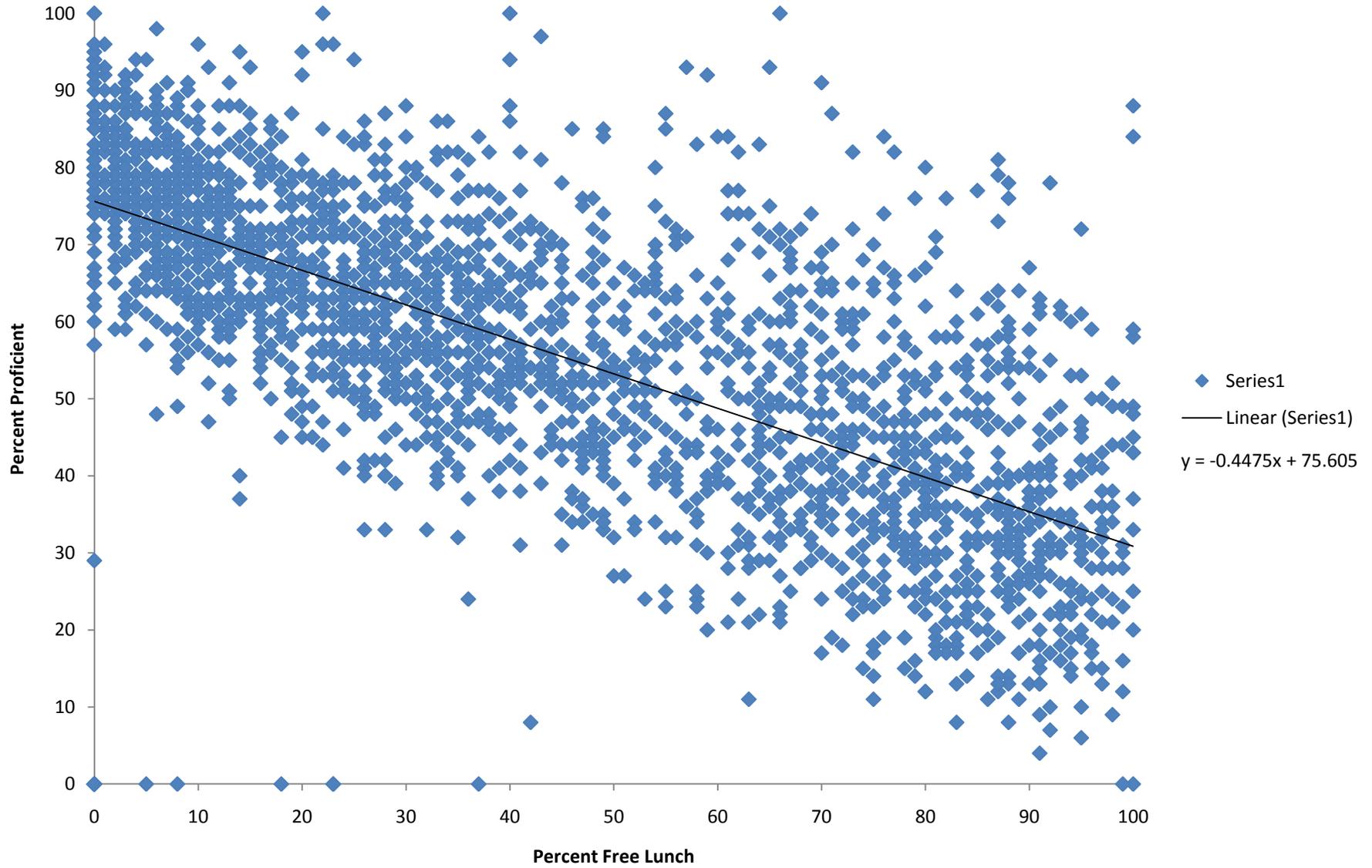
Appendix A: Application for Charter Renewal Certification Statement

Charter School Name	La Cima Elementary Charter School
School Location (City/Town/Borough if NYC)	Brooklyn, NY
Date School Opened	August 18, 2008
Charter Term History (list terms of initial and all renewal current charters)	1/15/08 - 1/15/13
Current Enrollment	310
Charter Maximum Enrollment*	480
Charter District(s) or Region* or Community School District if NYC	84K649 87K649
Charter Grade Span*	K-5
Current Grades Served *	K-4
District(s) Served or Community School Districts if NYC	16
*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.	

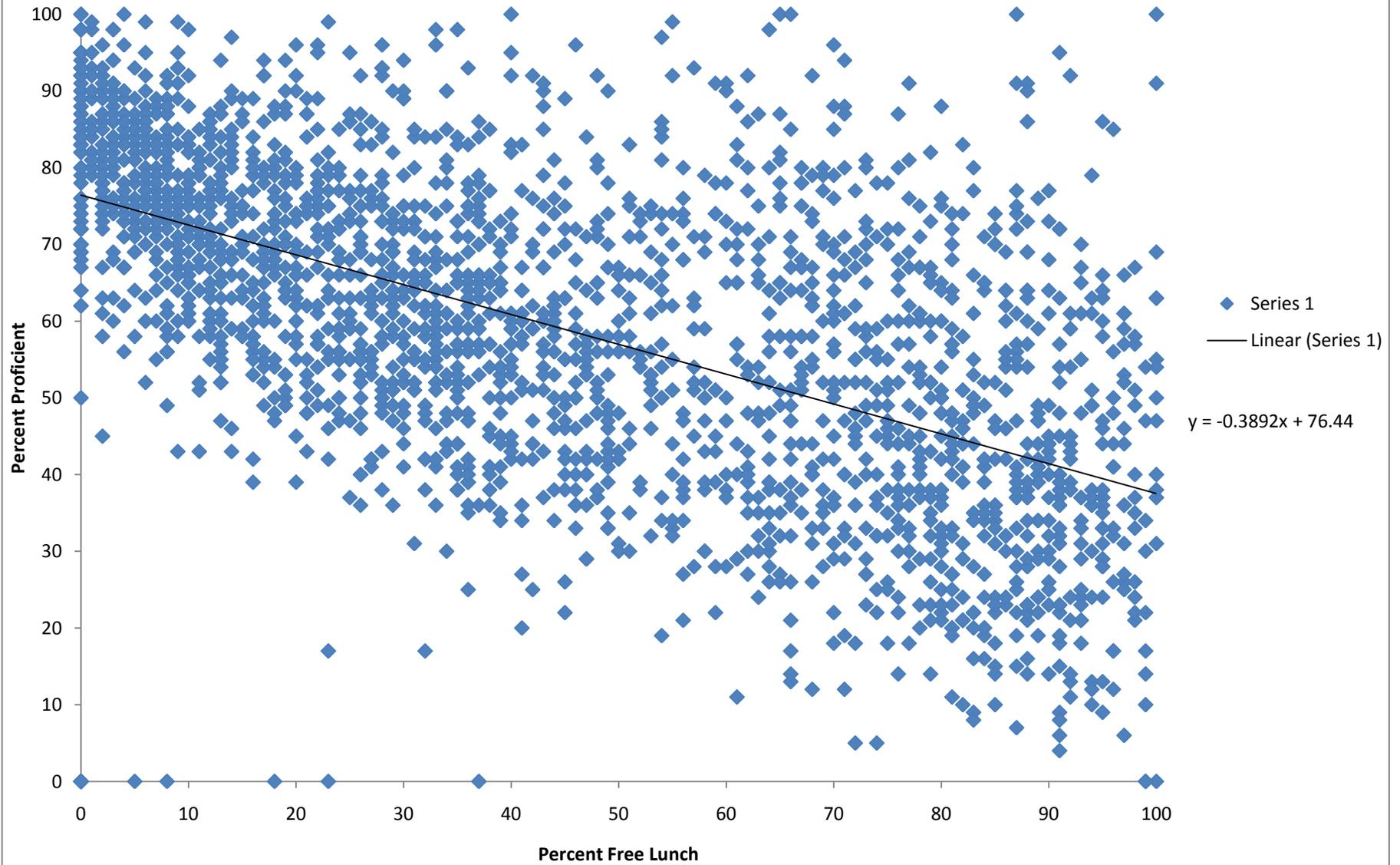
I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Board of Trustees (or designated signatory)	
Date	7/13/12
Print/Type Name	Shereem Herndon-Brown
Title (if designated)	Board Chair
Date of approval by Board of Trustees	7/13/12

2011 New York State 3rd Grade Math Statewide School Poverty by Student Achievement



2011 New York State 3rd Grade Math Statewide School Poverty by Student Achievement



APPENDIX C: ENROLLMENT OF STUDENTS WITH SPECIAL NEEDS

	A	B	C	D	E	F	G	H	I	J
1	Student	Grade	Speech	SETTS	Physical Therapy	Occupational Therapy	Counseling	Percentage of Services	Projected Annual Review	Date IEP was issued/Received
2		K						Below 20%	7/12/2012	
3		K		YES				20%-60%	5/20/2012	
4		K		Yes				Below 20%	5/20/2012	
5		K						Below 20%	5/14/2012	
6		K		YES				20%-60%	6/17/2012	
7		K		YES				20%-60%	5/21/2012	
8		K		YES				Below 20%	5/17/2012	
9		K						Below 20%	3/27/2012	
10		K		YES				20%-60%	5/21/2012	
11		K		YES				Below 20%	6/8/2012	
12		K		YES				20%-60%	10/11/2012	
13		K		YES				20%-60%	5/29/2012	
14		K		YES				Below 20%	9/20/2012	
15		K		YES				20%-60%	1/3/2013	
16		1						Below 20%	5/20/2012	
17		1		YES				Below 20%	9/20/2012	
18		1		YES				20%-60%	5/13/2012	
19		1		YES				20%-60%	3/2/2012	
20		1						Below 20%	5/20/2012	
21		1		YES				20%-60%	3/2/2012	
22		1		YES				20%-60%	3/12/2012	
23		2						Below 20%	5/5/2012	
24		2						Below 20%	5/13/2012	
25		2						Below 20%	5/20/2012	
26		2		YES				Below 20%	5/13/2012	
27		2						Below 20%	3/2/2012	
28		2		YES				Below 20%	5/13/2012	
29		2		YES				20%-60%	9/20/2012	
30		3		YES				Below 20%	5/20/2012	
31		3		YES				20%-60%	5/13/2012	
32		3		YES				20%-60%	5/13/2012	
33		3		YES				20%-60%	5/13/2012	
34		3						Below 20%	5/20/2012	
35		3		YES				20%-60%	5/13/2012	
36		3		YES				20%-60%	5/5/2012	
37		3		YES				20%-60%	3/2/2012	
38		3		YES				20%-60%	6/6/2012	
39		4		YES				20%-60%	5/20/2012	
40		4		YES				20%-60%	5/20/2012	
41		4		YES				Below 20%	1/3/2013	

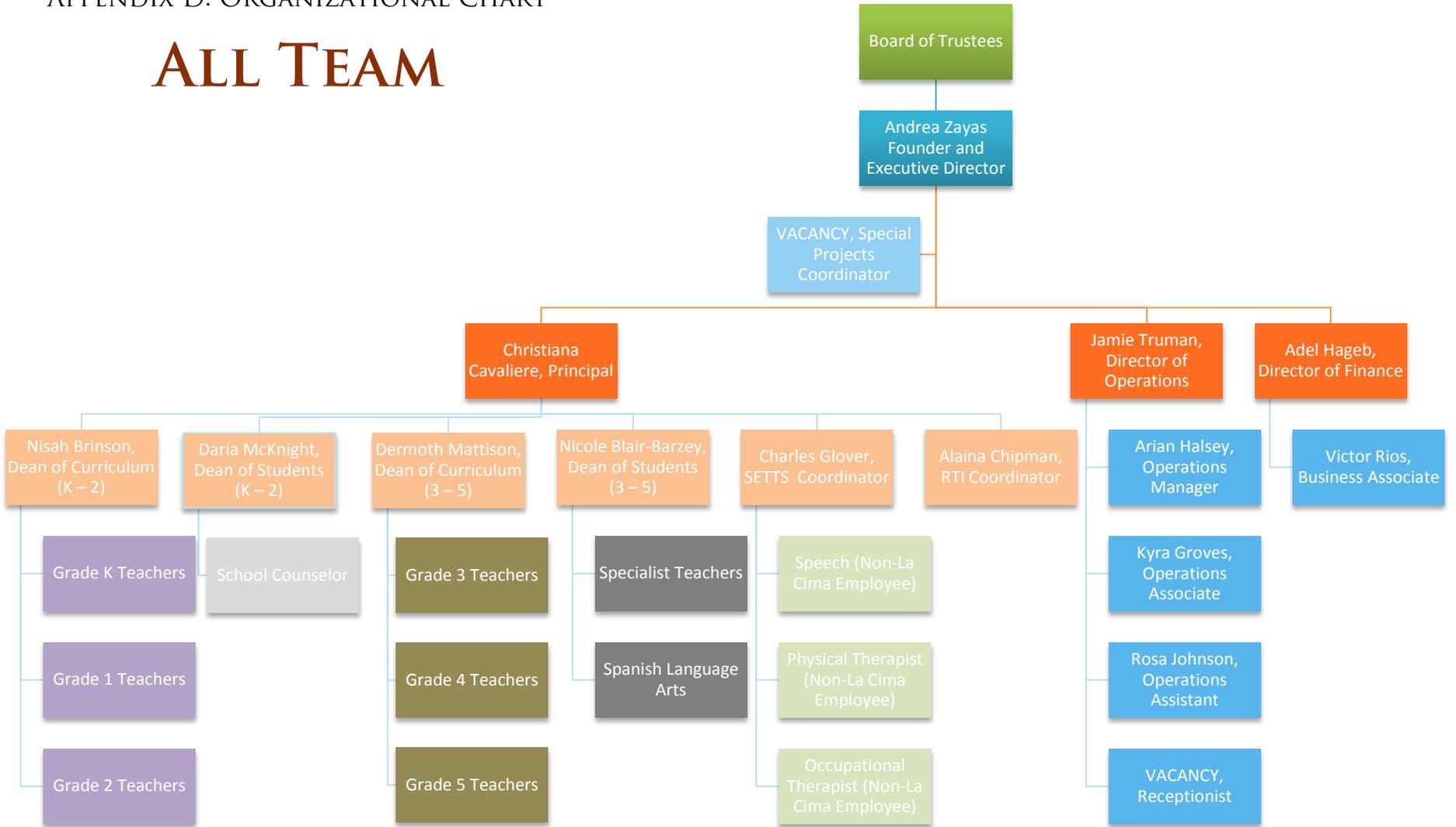
Appendix C: Enrollment of Students with Special Needs

List the number of special education students, number of students receiving services under Section 504 of the Rehabilitation Act (Section 504), and number of students identified as English language learners (ELL) for each year it is available for the current charter term.

School Year	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12
Student Enrollment				
Special Education	12	13	19	40
Section 504	-	-	-	-
English Language Learners	5	6	5	15
Total School Enrollment	139	198	260	312

APPENDIX D: ORGANIZATIONAL CHART

ALL TEAM



RESPONSIBILITY TO OUR STUDENTS – Providing superior service and always acting with highest level of integrity.		
	Rating	Results
Stakeholder Results: Ensures the delivery of exceptional experience for students and parents		
		Recognizes who the most important stakeholders are, both students and parents
		Accurately identifies what parents/students needs and delivers results
		Consistently searches for ways to improve communication
		Continuously obtains, listens and evaluates student/parent feedback
		Ensures feedback from students/parents is communicated to team and/or Board, if necessary to identify improvement opportunities
		Ensures that escalated issues are resolved with urgency
		Demonstrates integrity, judgment and ethics in solutions provided to students/parents
		Continuously delivers superior advice and guidance and continuously improves products and services
	Rating	Results
Drive Execution: Executes and improves work processes to ensure achievement of goals		•
		Establishes clear, realistic action steps and timelines for student/grade level goals
		Identifies and obtains resources needed to accomplish student academic success
		Identifies risks to achieving goals and creates contingency plans to anticipate and address these concerns
		Delegates responsibility and conveys clear expectations to the appropriate staff
		Holds people accountable by using key indicators, processes, and management systems to monitor performance against goals
		Budgets time for self and/or others
	Manages effectively and prioritizes work appropriately	
	Rating	Results
Education Focus: Develops organization that focuses on appropriate goals		•
		Places appropriate emphasis on student learning as well as academic achievement
		Fosters an environment that encourages intellectual curiosity and engagement in learning
		Appropriately focuses on student recruitment, not compromising school goals/objectives
	Fairly treats all students	

RESPONSIBILITY TO TEACHER, STAFF (and BOARD) – We must provide outstanding people the best opportunity to realize their potential. We must treat our teammates with respect, champion our remarkable diversity, share the responsibility for our successes, and accept accountability for our failures.

	Rating	Results
Lead Change: Seizes the opportunities inherent in changing circumstances to improve organizational performance		•
		Is consistently thinking about needs for strategy and organizational shifts
		Helps others adapt to change by communicating broadly and providing support to those most affected
		Deals constructively with mistakes and setbacks
		Maintains a positive outlook in difficult situations
	Rating	Results
Influence Others: Creates support and buy-in across a wide range of stakeholders using communication processes to ensure understanding and alignment		•
		Asserts own position and ideas with confidence and enthusiasm
		Have a willingness to dissent and leading the team to consider critical issues by presenting new ways or with new supporting data
		Fosters a sense of energy, pride, enthusiasm, ownership, and personal commitment to the work
		Inspires action without relying solely on authority
		Commits time to understanding team/board concerns
		Solicits ideas consistently
		Actively listens
		Provides constructive feedback when appropriate
		Clearly expresses ideas orally and through written communication
	Communicates effectively with all levels of management, staff and board	
	Rating	Results
Promote Collaboration: Establishes deep relationships and shared accountabilities with partners in and outside of the organization		•
		Builds a network of relationships to facilitate the accomplishment of results
		Appropriately involves others in decisions and plans that affect them
		Fosters an environment of open communication
		Takes initiative to improve team dynamic and morale
		Establishes an inclusive and positive team oriented work environment and treats managers, peers and subordinates with respect
	Builds and maintains high performance organization	

La Cima Charter School: Principal Evaluation

	Shares credit for successes	
	Accepts responsibility for mistakes and quickly corrects them	
	Rating	Results
Manage Diversity: Makes sound decisions in the midst of the tension and complexity that naturally accompanies diversity		•
	Bases all decisions on requirements versus preferences, conveniences, or traditions to include or exclude individuals, groups, or ideas	
	Manages the environment to ensure equitable application of systems and policies	
	Models behavior that is inclusive, respectful, and non-judgmental across levels and functions	
	Encourages diversity of thought by valuing differences in people or groups, respecting all points of view	
	Deals directly with others when their behavior or comments reflect biases	
	Rating	Results
Select, Manage & Develop Talent: Builds organizational capability through staffing, succession planning, performance management, coaching, development, and other HR processes		•
	Attracts and pursues talented candidates for key roles	
	Shapes roles and assignments in ways that leverage and develop people's capabilities	
	Provides feedback, coaching, and guidance where appropriate to enhance others' skill development	
	Supports development initiatives for self and others, including holding others accountable for developing their people	
	Actively engages in recognizing others performance both formally and informally and shows interest in the well being of others	
	Recognizes individuals and rewards them based on merit	
Moves high potential colleagues into challenging developmental assignments; ensures leadership succession		
	Rating	Results
Use Sound Judgment: Effectively examines issues and problems and makes sound decisions that reflect good judgment		•
	Gathers and analyzes the most critical information needed to understand problems	
	Probes and looks past symptoms to determine the underlying causes of problems and issues	
	Bases decisions on sound logic and rationale, utilizing past learnings to arrive at well-reasoned decisions	
	Seeks input from others to resolve issues affecting the broader organization	
Defines reasonable alternatives to resolve problems and makes decisions by choosing the best alternative based on consideration of pros, cons, tradeoffs, timing, and available resources		

RESPONSIBILITY TO LA CIMA CULTURE AND BRAND – We must put La Cima’s long term interests ahead of short term gains		
	Rating	Results
Inspire Trust: Gains the confidence and trust of others through principled leadership and ethics	•	•
		Models and inspires high levels of integrity and treats others with respect
		Confronts actions that border on unethical
		Demonstrates strong corporate citizenship by participating actively in the community
		Shows humility in leadership, continually being open to ideas from a wide range of people
		Is open to and makes changes based on feedback acknowledging own mistakes and weaknesses
		Leads by example demonstrating ethics and integrity in decisions and actions
	Rating	Results
Improve Processes: Monitors quality and process, defines needs, manages processes, and drives enhancements	•	•
		Fosters an open and honest environment that promotes continuous improvement and quality outcomes
		Strives for "best in class" practices
		Implements and monitors processes to achieve objectives
		Generates creative solutions to redesign or improve processes
		Identifies ways to streamline and improve efficiency of work
	Analyzes process breakdowns and communicates improved practices to ensure that lessons are learned	
	Rating	Results
Employ Financial Acumen: Applies financial knowledge and methods to address business issues	•	•
		Demonstrates an understanding of organization's financial results and drivers of it
		Identifies and uses the key financial indicators necessary to measure and communicate organization performance
		Evaluates and pursues initiatives, investments, and opportunities based on their fit with broader strategies
	Identifies and analyzes the risks when making financial decisions	

La Cima Charter School: Principal Evaluation

	Rating	Results
Consistent collaborative effort with Authorizer and community		•
		Maintains good relationships with and is responsive to the State Education Department (our authorizer)
		Provides timely communication the Board after Authorizer visits and upon receipt of Authorizer communications
		Maintains a positive working relationship with Building Council
		Attends relevant conferences and meetings where Authorizer is present
		Builds and strengthens relationships with local elected officials, community leaders and other community-based organizations.

Overall Rating	
Overall Comments	

Appendix F: Staffing and Staff Turnover

List the following information for each year of the current charter period: number of administrators, teachers, and other staff (actual number and FTEs) and number of departures of administrators, teachers, and other staff, during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

School Year	Year 1 2008-09	Year 2 2009-10	Year 3 2010-11	Year 4 2011-12
Administrators				
Number and FTEs	2	3	4	7
Departures during school year	0	0	0	1
Departures at end of school year	0	0	2	0
Explanation:	At the end of the 2010-11 school year, two of our administrators relocated out of the New York City area. As one's plans changed, she rejoined the team for the 2011-12 school year in February.			
Teachers				
Number and FTEs	13	18	25	33
Departures during school year	3	1	2	0
Departures at end of school year	0	6	7	9
Explanation:	We recognize that recruitment of high quality teachers affects our rate of turnover. Departures reflect teachers moving out of the area and non-renewals of contract due to poor performance. It is also important to highlight that year over year, many of our non-returning teachers were members of the Teach For America program and this explains 2 teachers leaving after the 09-10 school year, 5 after the 2010-11 school year, and 3 for the 11 – 12 school year. As a result, we have opted not to partner with the organization and focus on teachers committed to education for the long term.			
Other Staff				
Number and FTEs	4	5	5	8
Departures during school year	1	1	0	1
Departures at end of school year	1	2	1	2
Explanation:				

Appendix G: Board of Trustees Membership

List the board membership and the number of board members joining and leaving the board in each school year of the current charter period.

Board Members						
Trustee Name	Trustee Email Address	Position on the Board	Voting (Yes/No)	Committee affiliation(s)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Number of terms served and length of each, including date of election and expiration
Shereem Herndon-Brown	[REDACTED]	Chair	Yes	Executive, Governance, Fundraising	Educator/Entrepreneur	Election: January 2010 Expiration: December 2012
Jennifer Swayne	[REDACTED]	Vice-Chair	Yes	Executive, Governance, Academic	Attorney	Election: July 2011 Expiration: June 2014
Jason Rapp (founding board member)	[REDACTED]	Treasurer	Yes	Executive, Finance & Audit, Academic	Finance/Banking	Election: July 2008 Expiration: June 2014
Jennifer DaCosta	[REDACTED]	Secretary	Yes	Executive, Governance, Academic	Attorney	Election: January 2011 Expiration: December 2013
Christopher White	[REDACTED]		Yes	Fundraising	Finance/Banking	Election: January 2011 Expiration: December 2013

La Cima Elementary Charter School

Gordon Watson			Yes	Finance & Audit, Fundraising	Investment	Election: October 2011 Expiration: September 2014
Laurisse Rodriguez			Yes	Academic	Educator/School Assessment	Election: October 2011 Expiration: September 2014
Andrea Zayas (founding board member)			Yes		Founder & Principal	Election: July 2008 Resignation: November 2011
Simone D'Souza		Secretary	Yes	Fundraising	Finance, Education	Election: December 2009 Resignation: May 2011
Cliff Schneider (founding board member)		Vice-Chair	Yes	Finance		Election: July 2008 Resignation: September 2011
Sandra Acosta (founding board member)		Chair	Yes	Finance		Election: July 2008
Irene Baigiorri (founding board member)			Yes	Academic		Election: July 2008
	Total Members joining the board during charter term					13

	Total Members departing the board during the charter term	6
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THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF PORTFOLIO DEVELOPMENT

52 Chambers Street, Room 405, New York, NY 10007

Fax: 212-374-5581

March 5th, 2008

Dear Parents of M.S. 267 Math, Science & Technology:

M.S. 267 Math, Science & Technology located at 800 Gates Avenue Brooklyn, NY 11221 has been identified as having enough available space to accommodate two additional schools.

The Department of Education (DOE) has proposed that beginning in September 2008 Collegiate Charter School and La Cima Charter School will join your child's school at the 800 Gates Avenue location. Collegiate Charter School, La Cima Charter School and M.S. 267 Math, Science & Technology would maintain separate classes, teachers, administrators, and other school staff. However the schools would share common areas, such as the gym, cafeteria, and auditorium. Once finalized, the principals from all three schools will meet before next school year begins to establish which classrooms will be used by the new school as well as establish a schedule for the use of common areas so that all schools will have access to shared facilities.

Collegiate Charter School will serve grade 5 and will continue to grow each year by adding a grade until it serves grades 5-8. The school's design reflects three beliefs: (1) creativity flourishes within structured academic environments; (2) high academic and behavioral expectations; and, (3) without great teachers nothing else matters.

La Cima Charter School will serve grades K-1 and will continue to grow each year by adding a grade until it serves grades K-5. La Cima Charter School's mission is to develop students who have the intellectual capacity, social capital, and emotional strength of character to be personally successful, and to act as effective change-makers in their communities. La Cima will prepare students to enter college-preparatory middle and high schools through: standards-based, rigorous curriculum extended day and extended year, and family and community partnership.

A charter school is a public school that is governed by an independent not-for-profit board of trustees, and operates on the terms of a five-year performance contract known as a charter. Students in charter schools are admitted by a random lottery with a preference to returning students, siblings and students living in the community school district in which the Charter School is located. For further information about charter schools in general, please visit our website at: <http://schools.nyc.gov/charters>.

If you would like to find out more information about Collegiate Charter School and La Cima Charter School, please join us at the public hearing being held to discuss the location of the school. The hearing will be held on Thursday March 20th, 2008 from 6:00 to 7:30pm at 800 Gates Avenue in the auditorium. ***Speaker sign up will begin at 5:30pm.*** The State University of New York (SUNY), the authorizer of Collegiate Charter School, the State Education Department (SED), the authorizer of La Cima Charter School and the DOE will host the facility hearing which will be facilitated by SUNY and DOE. Representatives from the Collegiate Charter School and La Cima Charter School will be there to introduce themselves and their school's program. If you have any questions or concerns prior to the meeting date please contact the DOE's Office of Charter Schools at charterschools@schools.nyc.gov or 212-374-5419.

Sincerely,

Michael Duffy
Executive Director for Charter Schools



INSURANCE BINDER

DATE (MM/DD/YYYY)
7/01/2011

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY Arthur J. Gallagher & Co. Ins Brokers of CA Inc. 072629 15 Enterprise, Suite 200 Aliso Viejo, CA 92656 Agent: Tom Boobar	COMPANY Various per schedule attached BINDER #
PHONE (A/C, No, Ext): 949-349-9800 FAX (A/C, No): 949-349-9900	DATE EFFECTIVE TIME: 07/01/2011 12:01 AM <input checked="" type="checkbox"/> PM <input type="checkbox"/> DATE EXPIRATION TIME: 07/01/2012 AM <input type="checkbox"/> PM <input type="checkbox"/> NOON <input checked="" type="checkbox"/>
CODE: AGENCY CUSTOMER ID: INSURED La Cima Elementary Charter 800 Gates Ave, 3rd Floor Brooklyn, NY 11221	THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #: DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location) Subject to terms and conditions of the policy.

COVERAGES

LIMITS

TYPE OF INSURANCE	COVERAGE/FORMS	DEDUCTIBLE	COINS %	AMOUNT
PROPERTY CAUSES OF LOSS <input type="checkbox"/> BASIC <input type="checkbox"/> BROAD <input checked="" type="checkbox"/> SPEC	Business Personal Property Business Income	\$1,000 72hrs	100%	\$200,000 \$445,000
GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES \$ 100,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000		
VEHICLE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	RETRO DATE FOR CLAIMS MADE:	COMBINED SINGLE LIMIT \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE \$ MEDICAL PAYMENTS \$ PERSONAL INJURY PROT \$ UNINSURED MOTORIST \$		
VEHICLE PHYSICAL DAMAGE DED <input type="checkbox"/> COLLISION: _____ <input type="checkbox"/> OTHER THAN COL: _____	<input type="checkbox"/> ALL VEHICLES <input type="checkbox"/> SCHEDULED VEHICLES	ACTUAL CASH VALUE STATED AMOUNT \$		
GARAGE LIABILITY <input type="checkbox"/> ANY AUTO	RETRO DATE FOR CLAIMS MADE:	AUTO ONLY - EA ACCIDENT \$ OTHER THAN AUTO ONLY: EACH ACCIDENT \$ AGGREGATE \$		
EXCESS LIABILITY <input type="checkbox"/> UMBRELLA FORM <input checked="" type="checkbox"/> OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	EACH OCCURRENCE \$ 10,000,000 AGGREGATE \$ 10,000,000 SELF-INSURED RETENTION \$		
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY	RETRO DATE FOR CLAIMS MADE:	<input checked="" type="checkbox"/> WC STATUTORY LIMITS E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000		
SPECIAL CONDITIONS / OTHER COVERAGES		FEES \$ TAXES \$ ESTIMATED TOTAL PREMIUM \$		

NAME & ADDRESS

Proof of Insurance	MORTGAGEE LOSS PAYEE ADDITIONAL INSURED LOAN # AUTHORIZED REPRESENTATIVE
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CARRIER SCHEDULE

<u>TYPE OF INSURANCE</u>	<u>CARRIER</u>	<u>POLICY NO.</u>
Package	Philadelphia Indemnity Insurance Company	PHPK738390
Professional Liability	Scottsdale Insurance Company	EKS3042368
Excess Liability	Lexington Insurance Company	48883291
Workers' Compensation	Hartford Accident & Indemnity Company	72WEVZW7786

APPENDIX R

Lesson and Unit Plan Guidelines

When	What	Where/To Who	To Next Steps
Monday, August 15 COB	Procedures document with plan to support -	G drive To Deans	Feedback and revisions
Friday, August 19 COB	Kindergarten Lesson Plans for the week of 8/22-8/26	Pinnacle Checked by grade level coaches	Feedback given through coaching and observations
Sunday, August 21 10:00 pm	1 st - 4 th , grades, Spanish, and Specials lesson plans for 8/22-8/26 K-4 Math, Science, Spanish, and Specials Unit 1 Template and Pacing Calendars	Pinnacle Checked by grade level coaches	Feedback given through coaching and observations
Every Thursday from August 26 – June COB	Weekly lesson plans and GR/WS/IW for the following week	Pinnacle Checked by grade level coaches	Follow up and preparation for upcoming week's instruction during Friday's GLT meeting Feedback given through coaching and observations
4 weeks before new unit begins, based on Scope and Sequence pacing calendars	Unit Templates for Math, Science, Spanish, Art, and Music	Pinnacle Checked by DCI Any related POs sent to DCI	DCI gives feedback and orders any needed resources



Lesson Architecture

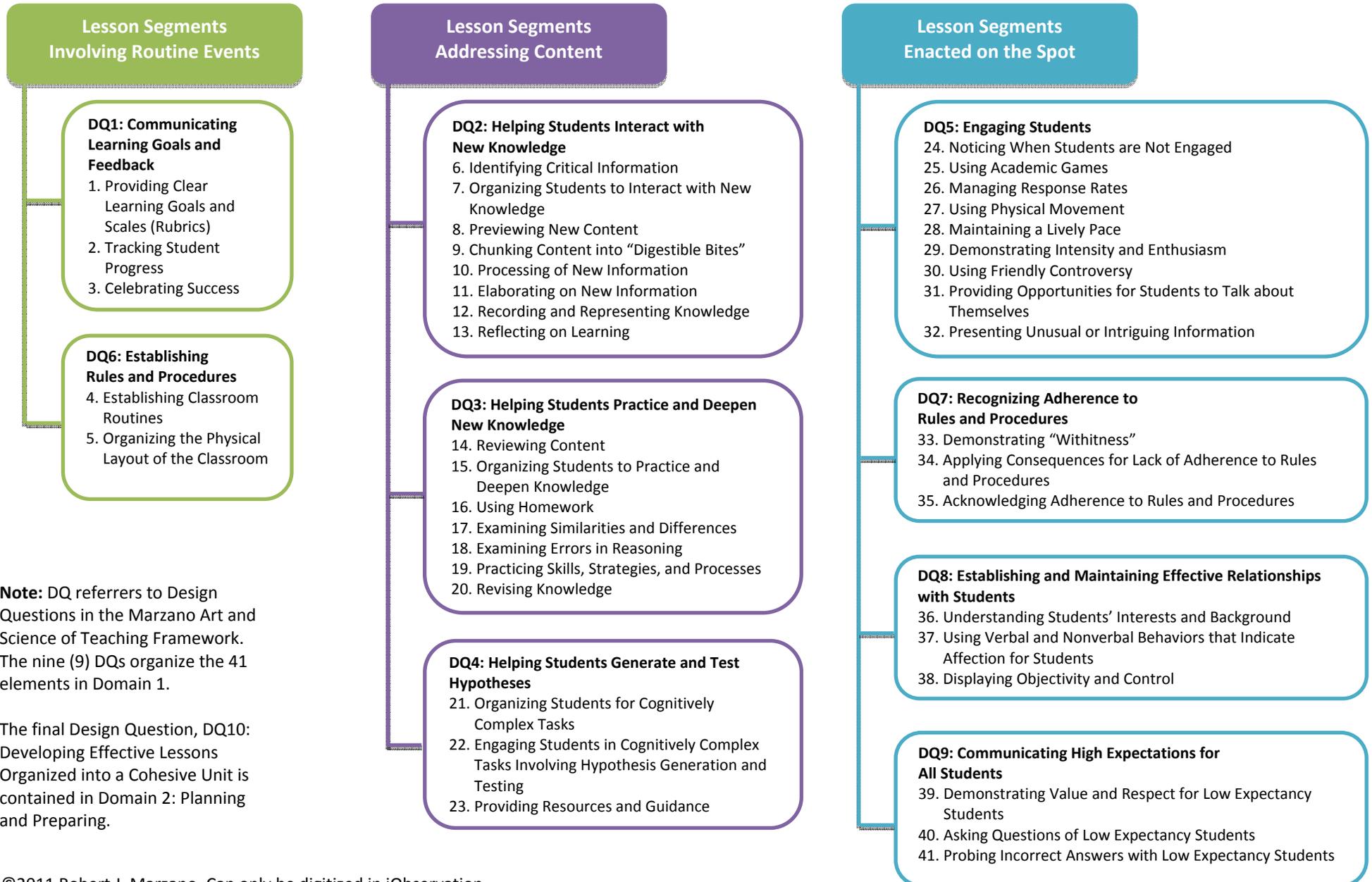
What	How	Why
Lesson Framing	<ul style="list-style-type: none"> Review Aim and how it ties into the larger Learning Objective, Unit Plan, and Essential Questions Present Agenda for the lesson 	Children, and adults, learn best when we clearly understand the, “ <i>what we are doing, why we are doing it, and how it will get done.</i> ”
Vocabulary	<ul style="list-style-type: none"> Introduce or review content or academic vocabulary words that will be relevant to the lesson. 	Vocabulary words are learned best when they can be used in context. Scholars need repeated exposure to relevant vocabulary words.
Connection	<ul style="list-style-type: none"> HW review Introduce guiding questions to be answered at the end of the lesson Revisit anchor charts or student work products Review last assessment Introduce or review evaluation criteria or tool (i.e. rubrics) 	A quick way to connect today’s lesson with past learning.
Mini-Lesson (I) Shared Reading/Content (i.e. nonfiction texts, literature, videos, photographs, experiments, model problems/strategies, etc)	<ul style="list-style-type: none"> Pre-planned passages, pages, or paragraphs Prepared Higher Order Thinking Questions or HOTS (about 2-5) Teacher modeling or thinking Should occur simultaneously with Guided Practice 	The I/We are linked. Teachers model a skill or strategy in bite-sized steps, and students process and practice while teacher gives real-time feedback.
Guided Practice (We)	<ul style="list-style-type: none"> Think-Pair-Share Stop-and-Jot Student modeling or explaining Reviewing/editing/revising/evaluating student or teacher work Slates HOTS Manipulatives Should occur simultaneously within the Mini-Lesson 	10 to 2 – for every 10 minutes of instruction, students need 2 minutes of processing time. In younger students, it is there age + 2 minutes (ex: 5 year olds 5 =3 =7, 7 to 2 processing time)
Independent Practice (You)	<ul style="list-style-type: none"> Independent Reading One-on-One conferences Small group conferences Peer Conferences Graphic organizers On-the-spot, timed written responses 	Students have time to practice and apply the skill or strategy from the I/We portion of the lesson. Teachers must circulate

	<ul style="list-style-type: none"> • Researching • Writing Process- planning, drafting, revising, editing, and publishing • Class discussions - Accountable talk • Experiments • Manipulatives 	and continue to give individual and small groups of students real-time feedback.
Wrap-up Assessment	<ul style="list-style-type: none"> • Lesson summary • Share –outs • Personal reflections • Journal entries/reflection • Sharing exemplars • Evaluating student work using rubrics • Peer conferences • Exit-tickets 	Children are most likely to remember the last thing they learn in a lesson. Students need to have time to summarize the lesson and tie it back to the aim, agenda, and essential questions.



Domain 1: Classroom Strategies and Behaviors

Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



Note: DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

Lesson Segments Involving Routine Events

DQ1: Communicating Learning Goals and Feedback

1. Providing Clear Learning Goals and Scales (Rubrics)

The teacher provides a clearly stated learning goal accompanied by scale or rubric that describes levels of performance relative to the learning goal.

Teacher Evidence

- Teacher has a learning goal posted so that all students can see it
- The learning goal is a clear statement of knowledge or information as opposed to an activity or assignment
- Teacher makes reference to the learning goal throughout the lesson
- Teacher has a scale or rubric that relates to the learning goal posted so that all students can see it
- Teacher makes reference to the scale or rubric throughout the lesson

Student Evidence

- When asked, students can explain the learning goal for the lesson
- When asked, students can explain how their current activities relate to the learning goal
- When asked, students can explain the meaning of the levels of performance articulated in the scale or rubric

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	Adapts and creates new strategies for unique student needs and situations.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students understanding of the learning goal and the levels of performance.	Provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing clear learning goals and scales (rubrics)	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing clearly stated learning goals and rubrics that address the unique student needs and situations?	In addition to providing a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance, how can you monitor students understanding of the learning goal and the levels of performance?	How can you provide a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance?	How can you begin to incorporate some aspects of this strategy into your instruction?

2. Tracking Student Progress

The teacher facilitates tracking of student progress on one or more learning goals using a formative approach to assessment.

Teacher Evidence

- Teacher helps student track their individual progress on the learning goal
- Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal
- Teacher charts the progress of the entire class on the learning goal

Student Evidence

- When asked, students can describe their status relative to the learning goal using the scale or rubric
- Students systematically update their status on the learning goal

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	Adapts and creates new strategies for unique student needs and situations.	Facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which students understand their level of performance.	Facilitates tracking of student progress using a formative approach to assessment.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Tracking student progress	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for facilitating tracking of student progress using a formative approach to assessment, that address unique student needs and situations?	In addition to facilitating tracking of student progress using a formative approach to assessment, how can you monitor the extent to which students understand their level of performance?	How can you facilitate tracking of student progress using a formative approach to assessment?	How can you begin to incorporate some aspects of this strategy into your instruction?

3. Celebrating Success

The teacher provides students with recognition of their current status and their knowledge gain relative to the learning goal.

Teacher Evidence

- Teacher acknowledges students who have achieved a certain score on the scale or rubric
- Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal
- Teacher acknowledges and celebrates the final status and progress of the entire class
- Teacher uses a variety of ways to celebrate success
 - Show of hands
 - Certification of success
 - Parent notification
 - Round of applause

Student Evidence

- Student show signs of pride regarding their accomplishments in the class
- When asked, students say they want to continue to make progress

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	Adapts and creates new strategies for unique student needs and situations.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal and monitors the extent to which students are motivated to enhance their status.	Provides students with recognition of their current status and their knowledge gain relative to the learning goal.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Celebrating success	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing students with recognition of their current status and their knowledge gain relative to the learning goal that address unique student needs and situations?	In addition to providing students with recognition of their current status and their knowledge gain relative to the learning goal, how can you monitor the extent to which students are motivated to enhance their status?	How can you provide students with recognition of their current status and their knowledge gain relative to the learning goal?	How can you begin to incorporate some aspects of this strategy into your instruction?

Student Interviews

Student Questions:

- What learning goal did today's lesson focus on?
- How well are you doing on that learning goal?
- Describe the different levels you can be at on the learning goal.

DQ 6: Establishing Rules and Procedures

4. Establishing Classroom Routines

The teacher reviews expectations regarding rules and procedures to ensure their effective execution.

Teacher Evidence

- Teacher involves students in designing classroom routines
- Teacher uses classroom meetings to review and process rules and procedures
- Teacher reminds students of rules and procedures
- Teacher asks students to restate or explain rules and procedures
- Teacher provides cues or signals when a rule or procedure should be used

Student Evidence

- Students follow clear routines during class
- When asked, students can describe established rules and procedures
- When asked, students describe the classroom as an orderly place
- Students recognize cues and signals by the teacher
- Students regulate their own behavior

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	Adapts and creates new strategies for unique student needs and situations.	Establishes and reviews expectations regarding rules and procedures and monitors the extent to which students understand the rules and procedures.	Establishes and reviews expectations regarding rules and procedures.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Establishing classroom routines	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create strategies for establishing and reviewing expectations, rules, and procedures that address unique student needs and situations?	In addition to establishing and reviewing expectations regarding rules and procedures, how can you monitor the extent to which students understand the rules and procedures?	How can you establish and review expectations regarding rules and procedures?	How can you begin to incorporate some aspects of this strategy into your instruction?

5. Organizing the Physical Layout of the Classroom

The teacher organizes the physical layout of the classroom to facilitate movement and focus on learning.

Teacher Evidence

- The physical layout of the classroom has clear traffic patterns
- The physical layout of the classroom provides easy access to materials and centers
- The classroom is decorated in a way that enhances student learning:
 - Bulletin boards relate to current content
 - Students work is displayed

Student Evidence

- Students move easily about the classroom
- Students make use of materials and learning centers
- Students attend to examples of their work that are displayed
- Students attend to information on the bulletin boards
- Students can easily focus on instruction

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	Adapts and creates new strategies for unique student needs and situations.	Organizes the physical layout of the classroom to facilitate movement and focus on learning and monitors the impact of the environment on student learning.	Organizes the physical layout of the classroom to facilitate movement and focus on learning.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing the physical layout of the classroom	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing the physical layout of the classroom to facilitate movement and focus on learning that address unique student needs and situations?	In addition to organizing the physical layout of the classroom to facilitate movement and focus on learning, how can you monitor the impact of the environment on student learning?	How can you organize the physical layout of the classroom to facilitate movement and focus on learning?	How can you begin to incorporate some aspects of this strategy into your instruction?

Student Interviews

Student Questions:

- What are the regular rules and procedures you are expected to follow in class?
- How well do you do at following the rules and procedures and why?

Lesson Segments Addressing Content

DQ2: Helping Students Interact with New Knowledge

6. Identifying Critical Information

The teacher identifies a lesson or part of a lesson as involving important information to which students should pay particular attention.

Teacher Evidence

- Teacher begins the lesson by explaining why upcoming content is important
- Teacher tells students to get ready for some important information
- Teacher cues the importance of upcoming information in some indirect fashion
 - Tone of voice
 - Body position
 - Level of excitement

Student Evidence

- When asked, students can describe the level of importance of the information addressed in class
- When asked, students can explain why the content is important to pay attention to
- Students visibly adjust their level of engagement

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	Adapts and creates new strategies for unique student needs and situations.	Signals to students which content is critical versus non-critical and monitors the extent to which students are attending to critical information.	Signals to students which content is critical versus non-critical.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Identifying critical information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for identifying critical information that address unique student needs and situations?	In addition to signaling to students which content is critical versus non-critical, how might you monitor the extent to which students attend to critical information?	How can you signal to students which content is critical versus non-critical?	How can you begin to incorporate some aspect of this strategy in your instruction?

7. Organizing Students to Interact with New Knowledge

The teacher organizes students into small groups to facilitate the processing of new information.

Teacher Evidence

- Teacher has established routines for student grouping and student interaction in groups
- Teacher organizes students into ad hoc groups for the lesson
 - Diads
 - Triads
 - Small groups up to about 5

Student Evidence

- Students move to groups in an orderly fashion
- Students appear to understand expectations about appropriate behavior in groups
 - Respect opinions of others
 - Add their perspective to discussions
 - Ask and answer questions

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into small groups to facilitate the processing of new knowledge and monitors group processing.	Organizes students into small groups to facilitate the processing of new knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to interact with new knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to interact with new knowledge that address unique student needs and situations?	In addition to organizing students into small groups to facilitate the processing of new knowledge, how can you monitor group processes?	How can you organize students into small groups to facilitate the processing of new knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

8. Previewing New Content

The teacher engages students in activities that help them link what they already know to the new content about to be addressed and facilitates these linkages.

Teacher Evidence

- Teacher uses preview question before reading
- Teacher uses K-W-L strategy or variation of it
- Teacher asks or reminds students what they already know about the topic
- Teacher provides an advanced organizer
 - Outline
 - Graphic organizer
- Teacher has students brainstorm
- Teacher uses anticipation guide
- Teacher uses motivational hook/launching activity
 - Anecdotes
 - Short selection from video
- Teacher uses word splash activity to connect vocabulary to upcoming content

Student Evidence

- When asked, students can explain linkages with prior knowledge
- When asked, students make predictions about upcoming content
- When asked, students can provide a purpose for what they are about to learn
- Students actively engage in previewing activities

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	Adapts and creates new strategies for unique student needs and situations.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed and monitors the extent to which students are making linkages.	Engages students in learning activities that require them to preview and link new knowledge to what has been addressed.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Previewing new content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for previewing new content that address unique student needs and situations?	In addition to engaging students in learning activities that require them to preview and link new knowledge to what has been addressed, how can you also monitor the extent to which students are making linkages?	How can you engage students in learning activities that require them to preview and link new knowledge to what has been addressed?	How can you begin to incorporate some aspect of this strategy in your instruction?

9. Chunking Content into “Digestible Bites”

Based on student needs, the teacher breaks the content into small chunks (i.e. digestible bites) of information that can be easily processed by students.

Teacher Evidence

- Teacher stops at strategic points in a verbal presentation
- While playing a video tape, the teacher turns the tape off at key junctures
- While providing a demonstration, the teacher stops at strategic points
- While students are reading information or stories orally as a class, the teacher stops at strategic points

Student Evidence

- When asked, students can explain why the teacher is stopping at various points
- Students appear to know what is expected of them when the teacher stops at strategic points

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	Adapts and creates new strategies for unique student needs and situations.	Breaks input experiences into small chunks based on student needs and monitors the extent to which chunks are appropriate.	Breaks input experiences into small chunks based on student needs.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Chunking content into digestible bites	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for chunking content into digestible bites that address unique student needs and situations?	In addition to breaking input experiences into small chunks based on student needs, how can you also monitor the extent to which chunks are appropriate?	How can you break input experiences into small chunks based on student needs?	How can you begin to incorporate some aspect of this strategy in your instruction?

10. Processing New Information

During breaks in the presentation of content, the teacher engages students in actively processing new information.

Teacher Evidence

- Teacher has group members summarize new information
- Teacher employs formal group processing strategies
 - Jigsaw
 - Reciprocal Teaching
 - Concept attainment

Student Evidence

- When asked, students can explain what they have just learned
- Students volunteer predictions
- Students voluntarily ask clarification questions
- Groups are actively discussing the content
 - Group members ask each other and answer questions about the information
 - Group members make predictions about what they expect next

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in summarizing, predicting, and questioning activities and monitor the extent to which the activities enhance students' understanding.	Engages students in summarizing, predicting, and questioning activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Processing new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for processing new information that address unique student needs and situations?	In addition to engaging students in summarizing, predicting, and questioning activities, how can you monitor the extent to which the activities enhance students' understanding?	How can you engage students in summarizing, predicting, and questioning activities?	How can you begin to incorporate some aspect of this strategy in your instruction?

11. Elaborating on New Information

The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.

Teacher Evidence

- Teacher asks explicit questions that require students to make elaborative inferences about the content
- Teacher asks students to explain and defend their inferences
- Teacher presents situations or problems that require inferences

Student Evidence

- Students volunteer answers to inferential questions
- Students provide explanations and “proofs” for inferences

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	Adapts and creates new strategies for unique student needs and situations.	Engages students in answering inferential questions and monitors the extent to which students elaborate on what was explicitly taught.	Engages students in answering inferential questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Elaborating on new information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for elaborating on new information that address unique student needs and situations?	In addition to engaging students in answering inferential questions, how can you monitor the extent to which students elaborate on what was explicitly taught?	How can you engage students in answering inferential questions?	How can you begin to incorporate some aspect of this strategy in your instruction?

12. Recording and Representing Knowledge

The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

Teacher Evidence

- Teacher asks students to summarize the information they have learned
- Teacher asks students to generate notes that identify critical information in the content
- Teacher asks students to create nonlinguistic representations for new content
 - Graphic organizers
 - Pictures
 - Pictographs
 - Flow charts
- Teacher asks students to create mnemonics that organize the content

Student Evidence

- Students' summaries and notes include critical content
- Students' nonlinguistic representations include critical content
- When asked, students can explain main points of the lesson

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways and monitors the extent to which this enhances students' understanding.	Engages students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Recording and representing knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for recording and representing knowledge that address unique student needs and situations?	In addition to engaging students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways, how can you monitor the extent to which this enhances students' understanding?	How can you engage students in activities that help them record their understanding of new content in linguistic ways and/or in nonlinguistic ways?	How can you begin to incorporate some aspect of this strategy in your instruction?

13. Reflecting on Learning

The teacher engages students in activities that help them reflect on their learning and the learning process.

Teacher Evidence

- Teacher asks students to state or record what they are clear about and what they are confused about
- Teacher asks students to state or record how hard they tried
- Teacher asks students to state or record what they might have done to enhance their learning

Student Evidence

- When asked, students can explain what they are clear about and what they are confused about
- When asked, students can describe how hard they tried
- When asked, students can explain what they could have done to enhance their learning

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	Adapts and creates new strategies for unique student needs and situations.	Engages students in reflecting on their own learning and the learning process and monitors the extent to which students self-assess their understanding and effort.	Engages students in reflecting on their own learning and the learning process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reflecting on learning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reflecting on learning that address unique student needs and situations?	In addition to engaging students in reflecting on their own learning and the learning process, how can you monitor the extent to which students self-assess their understanding and effort?	How can you engage students in reflecting on their own learning and the learning process?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- Why is the information that you are learning today important?
- How do you know what are the most important things to pay attention to?
- What are the main points of this lesson?

DQ3: Helping Students Practice and Deepen New Knowledge

14. Reviewing Content
The teacher engages students in a brief review of content that highlights the critical information.
<p>Teacher Evidence</p> <input type="checkbox"/> Teacher begins the lesson with a brief review of content <input type="checkbox"/> Teacher uses specific strategies to review information <ul style="list-style-type: none"> • Summary • Problem that must be solved using previous information • Questions that require a review of content • Demonstration • Brief practice test or exercise
<p>Student Evidence</p> <input type="checkbox"/> When asked, students can describe the previous content on which new lesson is based <input type="checkbox"/> Student responses to class activities indicate that they recall previous content
<p>Scale Levels: <i>(choose one)</i></p> <input type="checkbox"/> Innovating <input type="checkbox"/> Applying <input type="checkbox"/> Developing <input type="checkbox"/> Beginning <input type="checkbox"/> Not Using <input type="checkbox"/> Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	Adapts and creates new strategies for unique student needs and situations.	Engages students in a brief review of content that highlights the critical information and monitors the extent to which students can recall and describe previous content.	Engages students in a brief review of content that highlights the critical information.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Reviewing content	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for reviewing content that address unique student needs and situations?	In addition to, engaging students in a brief review of content, how can you monitor the extent to which students can recall and describe previous content?	How can you engage students in a brief review of content that highlights the critical information?	How can you begin to incorporate some aspect of this strategy in your instruction?

15. Organizing Students to Practice and Deepen Knowledge

The teacher uses grouping in ways that facilitate practicing and deepening knowledge.

Teacher Evidence

- Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content
- Teacher organizes students into groups with the expressed idea of practicing a skill, strategy, or process

Student Evidence

- When asked, students explain how the group work supports their learning
- While in groups students interact in explicit ways to deepen their knowledge of informational content or, practice a skill, strategy, or process
 - Asking each other questions
 - Obtaining feedback from their peers

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to practice and deepen their knowledge and monitors the extent to which the group work extends their learning.	Organizes students into groups to practice and deepen their knowledge.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students to practice and deepen knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to practice and deepen knowledge that address unique student needs and situations?	In addition to organizing students into groups to practice and deepen their knowledge, how can you also monitor the extent to which the group work extends their learning?	How can you organize students into groups to practice and deepen their knowledge?	How can you begin to incorporate some aspect of this strategy in your instruction?

16. Using Homework

When appropriate (as opposed to routinely) the teacher designs homework to deepen students' knowledge of informational content or, practice a skill, strategy, or process.

Teacher Evidence

- Teacher communicates a clear purpose for homework
- Teacher extends an activity that was begun in class to provide students with more time
- Teacher assigns a well crafted homework assignment that allows students to practice and deepen their knowledge independently

Student Evidence

- When asked, students can describe how the homework assignment will deepen their understanding of informational content or, help them practice a skill, strategy, or process
- Students ask clarifying questions of the homework that help them understand its purpose

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	Adapts and creates new strategies for unique student needs and situations.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process and monitors the extent to which students understand the homework.	When appropriate (as opposed to routinely) assigns homework that is designed to deepen knowledge of informational content or, practice a skill, strategy, or process.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using homework	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for assigning homework that address unique student needs and situations?	In addition to assigning homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process, how can you also monitor the extent to which the group work extends their learning?	How can you assign homework that is designed to deepen knowledge of informational content or practice a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

17. Examining Similarities and Differences

When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences.

Teacher Evidence

- Teacher engages students in activities that require students to examine similarities and differences between content
 - Comparison activities
 - Classifying activities
 - Analogy activities
 - Metaphor activities
- Teacher facilitates the use of these activities to help students deepen their understanding of content
 - Ask students to summarize what they have learned from the activity
 - Ask students to explain how the activity has added to their understanding

Student Evidence

- Student artifacts indicate that their knowledge has been extended as a result of the activity
- When asked about the activity, student responses indicate that they have deepened their understanding
- When asked, students can explain similarities and differences
- Student artifacts indicate that they can identify similarities and differences

Scale Levels: (*choose one*)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine similarities and differences, and monitors the extent to which the students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine similarities and differences.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining similarities and differences	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining similarities and differences that address unique student needs and situations?	In addition to engaging students in examining similarities and differences, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine similarities and differences?	How can you begin to incorporate some aspect of this strategy in your instruction?

18. Examining Errors in Reasoning

When content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them.

Teacher Evidence

- Teacher asks students to examine information for errors or informal fallacies
 - Faulty logic
 - Attacks
 - Weak reference
 - Misinformation
- Teacher asks students to examine the strength of support presented for a claim
 - Statement of a clear claim
 - Evidence for the claim presented
 - Qualifiers presented showing exceptions to the claim

Student Evidence

- When asked, students can describe errors or informal fallacies in information
- When asked, students can explain the overall structure of an argument presented to support a claim
- Student artifacts indicate that they can identify errors in reasoning.

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	Adapts and creates new strategies for unique student needs and situations.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them and monitors the extent to which students are deepening their knowledge.	When content is informational, engages students in activities that require them to examine their own reasoning or the logic of information as presented to them.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Examining errors in reasoning	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for examining their own reasoning or the logic of information that address unique student needs and situations?	In addition to engaging students in examining their own reasoning or the logic of information as presented to them, how can you monitor the extent to which the students are deepening their knowledge?	How can you engage students in activities that require them to examine their own reasoning or the logic of information as presented to them?	How can you begin to incorporate some aspect of this strategy in your instruction?

19. Practicing Skills, Strategies, and Processes

When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency.

Teacher Evidence

- Teacher engages students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
 - Guided practice if students cannot perform the skill, strategy, or process independently
 - Independent practice if students can perform the skill, strategy, or process independently

Student Evidence

- Students perform the skill, strategy, or process with increased confidence
- Students perform the skill, strategy, or process with increased competence

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	Adapts and creates new strategies for unique student needs and situations.	When content involves a skill, strategy, or process, engages students in practice activities and monitors the extent to which the practice is increasing student fluency.	When content involves a skill, strategy, or process, engages students in practice activities.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Practicing skills, strategies, and processes	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create practice activities that increase fluency and address unique student needs and situations?	In addition to engaging students in practice activities, how can you monitor the extent to which the practice is increasing student fluency?	How can you engage students in practice activities when content involves a skill, strategy, or process?	How can you begin to incorporate some aspect of this strategy in your instruction?

20. Revising Knowledge

The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

Teacher Evidence

- Teacher asks students to examine previous entries in their academic notebooks or notes
- The teacher engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Teacher has students explain how their understanding has changed

Student Evidence

- Students make corrections to information previously recorded about content
- When asked, students can explain previous errors or misconceptions they had about content

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	Adapts and creates new strategies for unique student needs and situations.	Engages students in revision of previous content and monitors the extent to which these revisions deepen students' understanding.	Engages students in revision of previous content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Revising knowledge	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for revising content that address unique student needs and situations?	In addition to engaging students in revision of previous content, how can you monitor the extent to which these revisions deepen students' understanding?	How can you engage students in the revision of previous content?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson add to your understanding of the content?
- What changes did you make in your understanding of the content as a result of the lesson?
- What do you still need to understand better?

DQ4: Helping Students Generate and Test Hypotheses

21. Organizing Students for Cognitively Complex Tasks

The teacher organizes the class in such a way as to facilitate students working on complex tasks that require them to generate and test hypotheses.

Teacher Evidence

- Teacher establishes the need to generate and test hypotheses
- Teacher organizes students into groups to generate and test hypotheses

Student Evidence

- When asked, students describe the importance of generating and testing hypotheses about content
- When asked, students explain how groups support their learning
- Students use group activities to help them generate and test hypotheses

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	Adapts and creates new strategies for unique student needs and situations.	Organizes students into groups to facilitate working on cognitively complex tasks and monitors the extent to which group processes facilitate generating and testing hypotheses.	Organizes students into groups to facilitate working on cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Organizing students for cognitively complex tasks	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to organizing students in groups for cognitively complex tasks, how can you monitor the extent to which group processes facilitate generating and testing hypotheses?	How can you organize students in groups to facilitate working on cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

The teacher engages students in complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) that require them to generate and test hypotheses.

Teacher Evidence

- Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires them to generate and test hypotheses
- Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses

Student Evidence

- Students are clearly working on tasks that require them to generate and test hypotheses
- When asked, students can explain the hypothesis they are testing
- When asked, students can explain whether their hypothesis was confirmed or disconfirmed
- Student artifacts indicate that they can engage in decision making, problem solving, experimental inquiry, or investigation

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	Adapts and creates new strategies for unique student needs and situations.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation) and monitors the extent to which students are generating and testing hypotheses.	Engages students in cognitively complex tasks (e.g. decision making, problem solving, experimental inquiry, investigation).	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Engaging students in cognitively complex tasks involving hypothesis generation and testing	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for organizing students to complete cognitively complex tasks?	In addition to engaging students in groups for cognitively complex tasks, involving hypothesis generation and testing, how can you monitor the extent to which students are generating and testing hypotheses?	How can you engage students in cognitively complex tasks involving hypothesis generation and testing?	How can you begin to incorporate some aspect of this strategy in your instruction?

23. Providing Resources and Guidance

The teacher acts as resource provider and guide as students engage in cognitively complex tasks

Teacher Evidence

- Teacher makes himself/herself available to students who need guidance or resources
 - Circulates around the room
 - Provides easy access to himself/herself
- Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks
- Teacher volunteers resources and guidance as needed by the entire class, groups of students, or individual students

Student Evidence

- Students seek out the teacher for advice and guidance regarding hypothesis generation and testing tasks
- When asked, students can explain how the teacher provides assistance and guidance in hypothesis generation and testing tasks

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	Adapts and creates new strategies for unique student needs and situations.	Acts as a guide and resource provider as students engage in cognitively complex tasks and monitors the extent to which students request and use guidance and resources.	Acts as a guide and resource provider as students engage in cognitively complex tasks.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing resources and guidance	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for providing resources and guidance?	In addition to acting as a guide and resource provider, how can you monitor the extent to which students request and use guidance and resources?	How can you act as a guide and resource provider as students engage in cognitively complex tasks?	How can you begin to incorporate some aspect of this strategy in your instruction?

Student Interviews

Student Questions:

- How did this lesson help you apply or use what you have learned?
- What change has this lesson made about your understanding of the content?

Lesson Segments Enacted on the Spot

DQ5: Engaging Students

24. Noticing when Students are Not Engaged

The teacher scans the room making note of when students are not engaged and takes overt action.

Teacher Evidence

- Teacher notices when specific students or groups of students are not engaged
- Teacher notices when the energy level in the room is low
- Teacher takes action to re-engage students

Student Evidence

- Students appear aware of the fact that the teacher is taking note of their level of engagement
- Students try to increase their level of engagement when prompted
- When asked, students explain that the teacher expects high levels of engagement

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	Adapts and creates new strategies for unique student needs and situations.	Scans the room making note of when students are not engaged and takes action and monitors the extent to which students re-engage.	Scans the room making note of when students are not engaged and takes action.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Noticing when students are not engaged	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for noticing when students are not engaged that address unique student needs and situations?	In addition to scanning the room, making note of when students are not engaged and taking action, how can you monitor the extent to which students re-engage?	How can you scan the room making note of when students are not engaged and take action to engage students?	How can you begin to incorporate some aspects of this strategy into your instruction?

25. Using Academic Games

The teacher uses academic games and inconsequential competition to maintain student engagement.

Teacher Evidence

- Teacher uses structured games such as Jeopardy, family feud, and the like
- Teacher develops impromptu games such as making a game out of which answer might be correct for a given question
- Teacher uses friendly competition along with classroom games

Student Evidence

- Students engage in the games with some enthusiasm
- When asked, students can explain how the games keep their interest and help them learn or remember content

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	Adapts and creates new strategies for unique student needs and situations.	Uses academic games and inconsequential competition to maintain student engagement and monitors the extent to which students focus on the academic content of the game.	Uses academic games and inconsequential competition to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using academic games	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for using academic games and inconsequential competition to maintain student engagement that address unique student needs and situations?	In addition to using academic games and inconsequential competition to maintain student engagement, how can you monitor the extent to which students focus on the academic content of the game?	How can you use academic games and inconsequential competition to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

26. Managing Response Rates

The teacher uses response rate techniques to maintain student engagement in questions.

Teacher Evidence

- Teacher uses wait time
- Teacher uses response cards
- Teacher has students use hand signals to respond to questions
- Teacher uses choral response
- Teacher uses technology to keep track of students' responses
- Teacher uses response chaining

Student Evidence

- Multiple students or the entire class responds to questions posed by the teacher
- When asked, students can describe their thinking about specific questions posed by the teacher

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	Adapts and creates new strategies for unique student needs and situations.	Uses response rate techniques to maintain student engagement in questions and monitors the extent to which the techniques keep students engaged.	Uses response rate techniques to maintain student engagement in questions.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Managing response rates	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new response rate techniques to maintain student engagement in questions that address unique student needs and situations?	In addition to using response rate techniques to maintain student engagement in questions, how can you monitor the extent to which the techniques keep students engaged?	How can you use response rate techniques to maintain student engagement in questions?	How can you begin to incorporate this strategy into your instruction?

27. Using Physical Movement

The teacher uses physical movement to maintain student engagement.

Teacher Evidence

- Teacher has students stand up and stretch or related activities when their energy is low
- Teacher uses activities that require students to physically move to respond to questions
 - Vote with your feet
 - Go to the part of the room that represents the answer you agree with
- Teacher has students physically act out or model content to increase energy and engagement
- Teacher use give-one-get-one activities that require students to move about the room

Student Evidence

- Students engage in the physical activities designed by the teacher
- When asked, students can explain how the physical movement keeps their interest and helps them learn

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	Adapts and creates new strategies for unique student needs and situations.	Uses physical movement to maintain student engagement and monitors the extent to which these activities enhance student engagement.	Uses physical movement to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using physical movement	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new physical movement techniques to maintain student engagement that address unique student needs and situations?	In addition to using physical movement to maintain student engagement, how can you monitor the extent to which these activities enhance student engagement?	How can you use physical movement to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

28. Maintaining a Lively Pace

The teacher uses pacing techniques to maintain students' engagement.

Teacher Evidence

- Teacher employs crisp transitions from one activity to another
- Teacher alters pace appropriately (i.e. speeds up and slows down)

Student Evidence

- Students quickly adapt to transitions and re-engage when a new activity is begun
- When asked about the pace of the class, students describe it as not too fast or not too slow

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Maintaining a lively pace	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new pacing techniques that address unique student needs and situations?	In addition to pacing techniques to maintain students' engagement, how can you monitor the extent to which students keep engaged?	How can you use pacing techniques to maintain students' engagement?	How can you begin to incorporate this strategy into your instruction?

29. Demonstrating Intensity and Enthusiasm

The teacher demonstrates intensity and enthusiasm for the content in a variety of ways.

Teacher Evidence

- Teacher describes personal experiences that relate to the content
- Teacher signals excitement for content by:
 - Physical gestures
 - Voice tone
 - Dramatization of information
- Teacher overtly adjusts energy level

Student Evidence

- When asked, students say that the teacher “likes the content” and “likes teaching”
- Students’ attention levels increase when the teacher demonstrates enthusiasm and intensity for the content

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	Adapts and creates new strategies for unique student needs and situations.	Demonstrates intensity and enthusiasm for the content in a variety of ways and monitors the extent to which students’ engagement increases.	Demonstrates intensity and enthusiasm for the content in a variety of ways.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating intensity and enthusiasm	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for demonstrating intensity and enthusiasm for the content that address unique student needs and situations?	In addition to demonstrating intensity and enthusiasm for the content in a variety of ways, how can you monitor the extent to which students keep engaged?	How can you demonstrate intensity and enthusiasm for the content in a variety of ways?	How can you begin to incorporate this strategy into your instruction?

30. Using Friendly Controversy

The teacher uses friendly controversy techniques to maintain student engagement.

Teacher Evidence

- Teacher structures mini-debates about the content
- Teacher has students examine multiple perspectives and opinions about the content
- Teacher elicits different opinions on content from members of the class

Student Evidence

- Students engage in friendly controversy activities with enhanced engagement
- When asked, students describe friendly controversy activities as “stimulating,” “fun,” and so on.
- When asked, students explain how a friendly controversy activity helped them better understand the content

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	Adapts and creates new strategies for unique student needs and situations.	Uses friendly controversy techniques to maintain student engagement and monitors the effect on students' engagement.	Uses friendly controversy techniques to maintain student engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using friendly controversy	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using friendly controversy to maintain student engagement that address unique student needs and situations?	In addition to using friendly controversy techniques to maintain student engagement, how can you monitor the extent to which students keep engaged?	How can you use friendly controversy techniques to maintain student engagement?	How can you begin to incorporate this strategy into your instruction?

31. Providing Opportunities for Students to Talk about Themselves

The teacher provides students with opportunities to relate what is being addressed in class to their personal interests.

Teacher Evidence

- Teacher is aware of student interests and makes connections between these interests and class content
- Teacher structures activities that ask students to make connections between the content and their personal interests
- When students are explaining how content relates to their personal interests, the teacher appears encouraging and interested

Student Evidence

- Students engage in activities that require them to make connections between their personal interests and the content
- When asked, students explain how making connections between content and their personal interests engages them and helps them better understand the content

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	Adapts and creates new strategies for unique student needs and situations.	Provides students with opportunities to relate what is being addressed in class to their personal interests and monitors the extent to which these activities enhance student engagement.	Provides students with opportunities to relate what is being addressed in class to their personal interests.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Providing opportunities for students to talk about themselves	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for providing students with opportunities to relate what is being addressed in class to their personal interests that address unique student needs and situations?	In addition to providing students with opportunities to relate what is being addressed in class to their personal interests, how can you monitor the extent to which these activities enhance student engagement?	How can you provide students with opportunities to relate what is being addressed in class to their personal interests?	How can you begin to incorporate this strategy into your instruction?

32. Presenting Unusual or Intriguing Information

The teacher uses unusual or intriguing information about the content in a manner that enhances student engagement.

Teacher Evidence

- Teacher systematically provides interesting facts and details about the content
- Teacher encourages students to identify interesting information about the content
- Teacher engages students in activities like “Believe it or not” about the content
- Teacher uses guest speakers to provide unusual information about the content

Student Evidence

- Students’ attention increases when unusual information is presented about the content
- When asked, students explain how the unusual information makes them more interested in the content

Scale Levels: *(choose one)*

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	Adapts and creates new strategies for unique student needs and situations.	Uses unusual or intriguing information about the content and monitors the extent to which this information enhances students’ interest in the content.	Uses unusual or intriguing information about the content.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Presenting unusual or intriguing information	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using unusual or intriguing information about the content that address unique student needs and situations?	In addition to using unusual or intriguing information about the content, how can you monitor the extent to which this information enhances students’ interest in the content?	How can you use unusual or intriguing information about the content?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How engaged were you in this lesson?
- What are some things that keep your attention?
- What are some things that made you bored?

DQ7: Recognizing Adherence to Rules and Procedures

33. Demonstrating “Withitness”

The teacher uses behaviors associated with “withitness” to maintain adherence to rules and procedures.

Teacher Evidence

- Teacher physically occupies all quadrants of the room
- Teacher scans the entire room making eye contact with all students
- Teacher recognizes potential sources of disruption and deals with them immediately
- Teacher proactively addresses inflammatory situations

Student Evidence

- Students recognize that the teacher is aware of their behavior
- When asked, students describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “Withitness”	Adapts and creates new strategies for unique student needs and situations.	Uses behaviors associated with “withitness” and monitors the effect on students’ behavior.	Uses behaviors associated with “withitness”.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Demonstrating “Withitness”	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new techniques for using behaviors associated with “withitness” that address unique student needs and situations?	In addition to, using behaviors associated with “withitness,” how can you monitor the effect on students’ behavior?	How can you use behaviors associated with “withitness”?	How can you begin to incorporate this strategy into your instruction?

34. Applying Consequences for Lack of Adherence to Rules and Procedures

The teacher applies consequences for not following rules and procedures consistently and fairly.

Teacher Evidence

- Teacher provides nonverbal signals when students' behavior is not appropriate
 - Eye contact
 - Proximity
 - Tap on the desk
 - Shaking head, no
- Teacher provides verbal signals when students' behavior is not appropriate
 - Tells students to stop
 - Tells students that their behavior is in violation of a rule or procedure
- Teacher uses group contingency consequences when appropriate (i.e. whole group must demonstrate a specific behavior)
- Teacher involves the home when appropriate (i.e. makes a call home to parents to help extinguish inappropriate behavior)
- Teacher uses direct cost consequences when appropriate (e.g. student must fix something he or she has broken)

Student Evidence

- Students cease inappropriate behavior when signaled by the teacher
- Students accept consequences as part of the way class is conducted
- When asked, students describe the teacher as fair in application of rules

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Applies consequences for not following rules and procedures consistently and fairly and monitors the extent to which rules and procedures are followed.	Applies consequences for not following rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Applying consequences for lack of adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for applying consequences for not following rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, applying consequences for not following rules and procedures consistently and fairly, how can you monitor the extent to which rules and procedures are followed?	How can you apply consequences for not following rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

35. Acknowledging Adherence to Rules and Procedures

The teacher consistently and fairly acknowledges adherence to rules and procedures.

Teacher Evidence

- Teacher provides nonverbal signals that a rule or procedure has been followed:
 - Smile
 - Nod of head
 - High Five
- Teacher gives verbal cues that a rule or procedure has been followed:
 - Thanks students for following a rule or procedure
 - Describes student behaviors that adhere to rule or procedure
- Teacher notifies the home when a rule or procedure has been followed
- Teacher uses tangible recognition when a rule or procedure has been followed:
 - Certificate of merit
 - Token economies

Student Evidence

- Students appear appreciative of the teacher acknowledging their positive behavior
- When asked, students describe teacher as appreciative of their good behavior
- The number of students adhering to rules and procedures increases

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	Adapts and creates new strategies for unique student needs and situations.	Acknowledges adherence to rules and procedures consistently and fairly and monitors the extent to which new actions affect students' behavior.	Acknowledges adherence to rules and procedures consistently and fairly.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Acknowledging adherence to rules and procedures	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for acknowledging adherence to rules and procedures consistently and fairly that address unique student needs and situations?	In addition to, acknowledging adherence to rules and procedures consistently and fairly, how can you monitor the extent to which new actions affect students' behavior?	How can you acknowledge adherence to rules and procedures consistently and fairly?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How well did you do at following classroom rules and procedures during this lesson?
- What are some things that helped you follow the rules and procedures?
- What are some things that didn't help you follow the rules and procedures?

DQ8: Establishing and Maintaining Effective Relationships with Students

36. Understanding Students' Interests and Background

The teacher uses students' interests and background to produce a climate of acceptance and community.

Teacher Evidence

- Teacher has side discussions with students about events in their lives
- Teacher has discussions with students about topics in which they are interested
- Teacher builds student interests into lessons

Student Evidence

- When asked, students describe the teacher as someone who knows them and/or is interested in them
- Students respond when teacher demonstrates understanding of their interests and background
- When asked students say they feel accepted

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	Adapts and creates new strategies for unique student needs and situations.	Uses students' interests and background during interactions with students and monitors the sense of community in the classroom.	Uses students' interests and background during interactions with students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Understanding students' interests and background	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using students' interests and backgrounds during interactions with students that address unique student needs and situations?	In addition to using students' interests and background during interactions with students, how can you monitor the extent to which a sense of community is formed in the classroom?	How can you use students' interests and background during interactions with students?	How can you begin to incorporate this strategy into your instruction?

37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

When appropriate, the teacher uses verbal and nonverbal behavior that indicates caring for students.

Teacher Evidence

- Teacher compliments students regarding academic and personal accomplishments
- Teacher engages in informal conversations with students that are not related to academics
- Teacher uses humor with students when appropriate
- Teacher smiles, nods, (etc) at students when appropriate
- Teacher puts hand on students' shoulders when appropriate

Student Evidence

- When asked, students describe teacher as someone who cares for them
- Students respond to teachers verbal interactions
- Students respond to teachers nonverbal interactions

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	Adapts and creates new strategies for unique student needs and situations.	Uses verbal and nonverbal behaviors that indicate caring for students and monitors the quality of relationships in the classroom.	Uses verbal and nonverbal behaviors that indicate caring for students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Using verbal and nonverbal behaviors that indicate caring for students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for using verbal and nonverbal behaviors that indicate caring for students that address unique student needs and situations?	In addition to using verbal and nonverbal behaviors that indicate caring for students how can you monitor the quality of relationships in the classroom?	How can you use verbal and nonverbal behaviors that indicate caring for students?	How can you begin to incorporate this strategy into your instruction?

38. Displaying Objectivity and Control

The teacher behaves in an objective and controlled manner.

Teacher Evidence

- Teacher does not exhibit extremes in positive or negative emotions
- Teacher addresses inflammatory issues and events in a calm and controlled manner
- Teacher interacts with all students in the same calm and controlled fashion
- Teacher does not demonstrate personal offense at student misbehavior

Student Evidence

- Students are settled by the teacher's calm demeanor
- When asked, the students describe the teacher as in control of himself/herself and in control of the class
- When asked, students say that the teacher does not hold grudges or take things personally

Scale Levels: (choose one)

- Innovating Applying Developing Beginning Not Using Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	Adapts and creates new strategies for unique student needs and situations.	Behaves in an objective and controlled manner and monitors the effect on the classroom climate.	Behaves in an objective and controlled manner.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Displaying emotional objectivity and control	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaving in an objective and controlled manner that address unique student needs and situations?	In addition to behaving in an objective and controlled manner, how can you monitor the effect on the classroom climate?	How can you behave in an objective and controlled manner?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How much did you feel accepted and welcomed in the class today?
- What are some things that made you feel accepted and welcomed?
- What are some things that did not make you feel accepted and welcomed?

DQ9: Communicating High Expectations for All Students

39. Demonstrating Value and Respect for Low Expectancy Students

The teacher exhibits behaviors that demonstrate value and respect for low expectancy students.

Teacher Evidence

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students
- The teacher provides low expectancy with nonverbal indications that they are valued and respected:
 - Makes eye contact
 - Smiles
 - Makes appropriate physical contact
- The teacher proves low expectancy students with verbal indications that they are valued and respected:
 - Playful dialogue
 - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low expectancy students

Student Evidence

- When asked, students say that the teacher cares for all students
- Students treat each other with respect

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Exhibits behaviors that demonstrate value and respect for low expectancy students and monitors the impact on low expectancy students.	Exhibits behaviors that demonstrate value and respect for low expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Communicating value and respect for low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for behaviors that demonstrate value and respect for low expectancy students that address unique student needs and situations?	In addition to exhibiting behaviors that demonstrate value and respect for low expectancy students, how can you monitor the impact on low expectancy students?	How can you exhibit behaviors that demonstrate value and respect for low expectancy students?	How can you begin to incorporate this strategy into your instruction?

40. Asking Questions of Low Expectancy Students

The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.

Teacher Evidence

- Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students
- Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students

Student Evidence

- When asked, students say the teacher expects everyone to participate
- When asked, students say the teacher asks difficult questions of every student

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Asks questions of low expectancy students with the same frequency and depth with high expectancy students and monitors the quality of participation of low expectancy students.	Asks questions of low expectancy students with the same frequency and depth as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Asking questions of low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies and techniques for asking questions of low expectancy students that address unique student needs and situations?	In addition to asking questions of low expectancy students with the same frequency and depth as with high expectancy students, how can you monitor the quality of participation of low expectancy students?	How can you ask questions of low expectancy students with the same frequency and depth as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

41. Probing Incorrect Answers with Low Expectancy Students

The teacher probes incorrect answers of low expectancy students in the same manner as he/she does with high expectancy students.

Teacher Evidence

- Teacher asks low expectancy students to further explain their answers when they are incorrect
- Teacher rephrases questions for low expectancy students when they provide an incorrect answer
- Teacher breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly
- When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts but goes back to them at a later point in time

Student Evidence

- When asked, students say that the teacher won't "let you off the hook"
- When asked, students say that the teacher "won't give up on you"
- When asked, students say the teacher helps them answer questions successfully

Scale Levels: (choose one)

- Innovating
 Applying
 Developing
 Beginning
 Not Using
 Not Applicable

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	Adapts and creates new strategies for unique student needs and situations.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students and monitors the level and quality responses of low expectancy students.	Probes incorrect answers of low expectancy students in the same manner as with high expectancy students.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Reflection Questions

	Innovating	Applying	Developing	Beginning	Not Using
Probing incorrect answers by low expectancy students	What are you learning about your students as you adapt and create new strategies?	How might you adapt and create new strategies for probing incorrect answers of low expectancy students in the same manner as with high expectancy students that address their unique student needs and situations?	In addition to probing incorrect answers of low expectancy students in the same manner as with high expectancy students, how can you monitor the level and quality responses of low expectancy students?	How can you probe incorrect answers of low expectancy students in the same manner as with high expectancy students?	How can you begin to incorporate this strategy into your instruction?

Student Interviews

Student Questions:

- How does your teacher demonstrate that they care and respect you?
- How does your teacher communicate that everyone is expected to participate and answer difficult questions?
- What are some ways that your teacher helps you answer questions successfully?

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

The teacher plans for clear goals and identifies them in the plan; he or she describes methods for tracking student progress and measuring success

Planning and Preparing for Lessons and Units

1. Effective Scaffolding of Information within Lessons																	
<p>Within lessons, the teacher prepares and plans the organization of content in such a way that each new piece of information builds on the previous piece.</p>			<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>														
<p>Planning Evidence</p> <p><input type="checkbox"/> Content is organized to build upon previous information</p> <p><input type="checkbox"/> Presentation of content is logical and progresses from simple to complex</p> <p><input type="checkbox"/> Where appropriate, presentation of content is integrated with other content areas, other lessons and/or units</p> <p><input type="checkbox"/> The plan anticipates potential confusions that students may experience</p>			<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the rationale for how the content is organized</p> <p><input type="checkbox"/> When asked, the teacher can describe the rationale for the sequence of instruction</p> <p><input type="checkbox"/> When asked, the teacher can describe how content is related to previous lessons, units or other content</p> <p><input type="checkbox"/> When asked, the teacher can describe possible confusions that may impact the lesson or unit</p>														
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Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

2. Lessons within Units					
<p>The teacher organizes lessons within units to progress toward a deep understanding of content.</p>		<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>			
<p>Planning Evidence</p> <p> <input type="checkbox"/> Plans illustrate how learning will move from an understanding of foundational content to application of information in authentic ways <input type="checkbox"/> Plans incorporate student choice and initiative <input type="checkbox"/> Plans provide for extension of learning </p>		<p>Teacher Evidence</p> <p> <input type="checkbox"/> When asked, the teacher can describe how lessons within the unit progress toward deep understanding and transfer of content <input type="checkbox"/> When asked, the teacher can describe how students will make choices and take initiative <input type="checkbox"/> When asked, the teacher can describe how learning will be extended </p>			
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Lessons within Units	The teacher is a recognized leader in helping others with this activity	The teacher organizes lessons within a unit so that students move from an understanding to applying the content through authentic tasks	The teacher organizes lessons within a unit so that students move from surface level to deeper understanding of content but does not require students to apply the content in authentic ways	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

3. Attention to Established Content Standards					
<p>The teacher ensures that lesson and unit plans are aligned with established content standards identified by the district and the manner in which that content should be sequenced.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>				
<p>Planning Evidence</p> <p><input type="checkbox"/> Lesson and unit plans include important content identified by the district (scope)</p> <p><input type="checkbox"/> Lesson and unit plans include the appropriate manner in which materials should be taught (sequence) as identified by the district</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can identify or reference the important content (scope) identified by the district</p> <p><input type="checkbox"/> When asked, the teacher can describe the sequence of the content to be taught as identified by the district</p>				
Scale					
Attention to Established Content Standards	Innovating	Applying	Developing	Beginning	Not Using
	The teacher is a recognized leader in helping others with this activity	The teacher ensures that lessons and units include the important content identified by the district and the manner in which that content should be sequenced	The teacher ensures that lessons and units include the important content identified by the district but does not address the appropriate sequencing of content	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Use of Resources and Technology

1. Use of Available Traditional Resources																	
<p>The teacher identifies the available traditional resources (materials and human) for upcoming units and lessons.</p>		<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>															
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan outlines resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the school that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> The plan outlines resources within the community that will be used to enhance students' understanding of the content</p>		<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the resources within the classroom that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the school that will be used to enhance students' understanding of the content</p> <p><input type="checkbox"/> When asked, the teacher can describe resources within the community that will be used to enhance students' understanding of the content</p>															
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Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

2. Use of Available Technology					
<p>The teacher identifies the use of available technology that can enhance students' understanding of content in a lesson or unit.</p>			<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>		
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies available technology that will be used:</p> <ul style="list-style-type: none"> • Interactive whiteboards • Response systems • Voting technologies • One-to-one computers • Social networking sites • Blogs • Wikis • Discussion Boards <p><input type="checkbox"/> The plan identifies how the technology will be used to enhance student learning</p>			<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the technology that will be used</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the technology will be used to enhance student learning</p>		
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Use of Available Technology	The teacher is a recognized leader in helping others with this activity	The teacher identifies the available technologies that can enhance student understanding and the manner in which they will be used	The teacher identifies the available technologies that can enhance student understanding but does not identify the manner in which they will be used	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Art and Science of Teaching

Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for the Needs of English Language Learners

1. Needs of English Language Learners																	
<p>The teacher provides for the needs of English Language Learners (ELL) by identifying the adaptations that must be made within a lesson or unit.</p>			<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>														
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan identifies the accommodations that must be made for individual ELL students or groups within a lesson</p> <p><input type="checkbox"/> The plan identifies the adaptations that must be made for individual ELL students or groups within a unit of instruction</p>			<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the accommodations that must be made for individual ELL students or groups of students within a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the adaptations that must be made for individual ELL students or groups of students within a unit of instruction</p>														
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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Receiving Special Education

1. Needs of Students Receiving Special Education					
<p>The teacher identifies the needs of students receiving special education by providing accommodations and modifications that must be made for specific students receiving special education.</p>	<ul style="list-style-type: none"> ○ Innovating (4) ○ Applying (3) ○ Developing (2) ○ Beginning (1) ○ Not Using (0) ○ Not Applicable <p><u>Scale</u></p>				
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan describes accommodations and modifications that must be made for individual students receiving special education or groups of students according to the Individualized Education Program (IEP) for a lesson</p> <p><input type="checkbox"/> The plan describes the accommodations and modifications that must be made for individual students receiving special education or groups of students according to the IEP for a unit of instruction</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations that must be made for individual students receiving special education or groups of students according to their IEP for a lesson</p> <p><input type="checkbox"/> When asked, the teacher can describe the specific accommodations and modifications that must be made for individual students receiving special education or groups of students according to their IEP for a unit of instruction</p>				
Scale					
	Innovating	Applying	Developing	Beginning	Not Using
Needs of Special Education Students	The teacher is a recognized leader in helping others with this activity	The teacher identifies the needs of students receiving special education and the accommodations and modifications that will be made to meet these needs	The teacher identifies the needs of students receiving special education but does not articulate the accommodations or modifications that will be made to meet these needs	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

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Teacher Evaluation Model: Domain 2: Planning and Preparing

Planning and Preparing for Needs of Students Who Lack Support for Schooling

1. Needs of Students Who Lack Support for Schooling																	
<p>The teacher identifies the needs of students who come from home environments that offer little support for schooling.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable <p><u>Scale</u></p>																
<p>Planning Evidence</p> <p><input type="checkbox"/> The plan provides for the needs of students who come from home environments that offer little support for schooling</p> <p><input type="checkbox"/> When assigning homework, the teacher takes into consideration the students' family resources</p> <p><input type="checkbox"/> When communicating with the home, the teacher takes into consideration family and language resources</p>	<p>Teacher Evidence</p> <p><input type="checkbox"/> When asked, the teacher can articulate how the needs of students who come from home environments that offer little support for schooling will be addressed</p> <p><input type="checkbox"/> When asked, the teacher can articulate the ways in which the students' family resources will be addressed when assigning homework</p> <p><input type="checkbox"/> When asked, the teacher can articulate the ways in which communication with the home will take into consideration family and language resources</p>																
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Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Evaluating Personal Performance

1. Identifying Areas of Pedagogical Strength and Weakness																	
<p>The teacher identifies specific strategies and behaviors on which to improve from Domain 1 (routine lesson segments, content lesson segments and segments that are enacted on the spot).</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p style="text-align: right;"><u>Scale</u></p>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher identifies specific areas of strengths and weaknesses within Domain 1</p> <p><input type="checkbox"/> The teacher keeps track of specifically identified focus areas for improvement within Domain 1</p> <p><input type="checkbox"/> The teacher identifies and keeps track of specific areas identified based on teacher interest within Domain 1</p> <p><input type="checkbox"/> When asked, the teacher can describe how specific areas for improvement are identified within Domain 1</p>																	
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Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

2. Evaluating the Effectiveness of Individual Lessons and Units																	
<p>The teacher determines how effective a lesson or unit of instruction was in terms of enhancing student achievement and identifies causes of success or difficulty.</p>		<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>															
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher gathers and keeps records of his or her evaluations of individual lessons and units <input type="checkbox"/> When asked, the teacher can explain the strengths and weaknesses of specific lessons and units <input type="checkbox"/> When asked, the teacher can explain the alignment of the assessment tasks and the learning goals <input type="checkbox"/> When asked, the teacher can explain how the assessment tasks help track student progress toward the learning goals </p>																	
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Art and Science of Teaching
Teacher Evaluation Model: Domain 3: Reflecting on Teaching

3. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors																	
<p>The teacher determines the effectiveness of specific instructional techniques regarding the achievement of subgroups of students and identifies specific reasons for discrepancies.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>																
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (i.e., different socio-economic groups, different ethnic groups) <input type="checkbox"/> The teacher provides a written analysis of specific causes of success or difficulty <input type="checkbox"/> When asked, the teacher can explain the differential effects of specific classroom strategies and behaviors on specific categories of students </p>																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

Developing and Implementing a Professional Growth Plan

1. Developing a Written Growth and Development Plan																	
<p>The teacher develops a written professional growth and development plan with specific and measureable goals, action steps, manageable timelines and appropriate resources.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p style="text-align: center;"><u>Scale</u></p>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources</p> <p><input type="checkbox"/> When asked, the teacher can describe the professional growth plan using specific and measurable goals, action steps, manageable timelines and appropriate resources</p>																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 3: Reflecting on Teaching

2. Monitoring Progress Relative to the Professional Growth and Development Plan																	
<p>The teacher charts his or her progress toward goals using established action plans, milestones and timelines.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>																
<p>Teacher Evidence</p> <p><input type="checkbox"/> The teacher constructs a plan that outlines a method for charting progress toward established goals supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p> <p><input type="checkbox"/> When asked, the teacher can describe progress toward meeting the goals outlined in the plan supported by evidence (e.g., student achievement data, student work, student interviews, peer, self and observer feedback)</p>																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting a Positive Environment

1. Promoting Positive Interactions with Colleagues

<p>The teacher interacts with other teachers in a positive manner to promote and support student learning.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>
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Teacher Evidence

- The teacher works cooperatively with appropriate school personnel to address issues that impact student learning
- The teacher establishes working relationships that demonstrate integrity, confidentiality, respect, flexibility, fairness and trust
- The teacher accesses available expertise and resources to support students' learning needs
- When asked, the teacher can describe situations in which he or she interacts positively with colleagues to promote and support student learning
- When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about other teachers

Scale

	Innovating	Applying	Developing	Beginning	Not Using
Promoting Positive Interactions with Colleagues	The teacher is a recognized leader in helping others with this activity	The teacher interacts with other colleagues in a positive manner to promote and support student learning and helps to extinguish negative conversations about other teachers	The teacher interacts with other colleagues in a positive manner to promote and support student learning but does not help extinguish negative conversations about other teachers	The teacher attempts to perform this activity but does not actually complete or follow through with these attempts	The teacher makes no attempt to perform this activity

Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Promoting Positive Interactions about Students and Parents																	
<p>The teacher interacts with students and parents in a positive manner to foster learning and promote positive home/school relationships.</p>		<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>															
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher fosters collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness and trust <input type="checkbox"/> The teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns <input type="checkbox"/> The teacher encourages parent involvement in classroom and school activities <input type="checkbox"/> The teacher demonstrates awareness and sensitivity to social, cultural and language backgrounds of families <input type="checkbox"/> The teacher uses multiple means and modalities to communicate with families <input type="checkbox"/> The teacher responds to requests for support, assistance and/or clarification promptly <input type="checkbox"/> The teacher respects and maintains confidentiality of student/family information <input type="checkbox"/> When asked, the teacher can describe instances when he or she interacted positively with students and parents. <input type="checkbox"/> When asked, students and parents can describe how the teacher interacted positively with them <input type="checkbox"/> When asked, the teacher can describe situations in which he or she helped extinguish negative conversations about students and parents </p>																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

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Promoting Exchange of Ideas and Strategies

1. Seeking Mentorship for Areas of Need or Interest													
<p>The teacher seeks help and input from colleagues regarding specific classroom strategies and behaviors.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>												
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher keeps track of specific situations during which he or she has sought mentorship from others <input type="checkbox"/> The teacher actively seeks help and input in Professional Learning Community meetings <input type="checkbox"/> The teacher actively seeks help and input from appropriate school personnel to address issues that impact instruction <input type="checkbox"/> When asked, the teacher can describe how he or she seeks input from colleagues regarding issues that impact instruction </p>													
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Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Mentoring Other Teachers and Sharing Ideas and Strategies																	
<p>The teacher provides other teachers with help and input regarding specific classroom strategies and behaviors.</p>	<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>																
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher keeps tracks of specific situations during which he or she mentored other teachers <input type="checkbox"/> The teacher contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways <input type="checkbox"/> The teacher serves as an appropriate role model (mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors <input type="checkbox"/> When asked, the teacher can describe specific situations in which he or she has mentored colleagues </p>																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

Promoting District and School Development

1. Adhering to District and School Rules and Procedures																	
<p>The teacher is aware of the district's and school's rules and procedures and adheres to them.</p>	<ul style="list-style-type: none"> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable <p style="margin-top: 10px;"><u>Scale</u></p>																
<p>Teacher Evidence</p> <ul style="list-style-type: none"> <input type="checkbox"/> The teacher performs assigned duties <input type="checkbox"/> The teacher follows policies, regulations and procedures <input type="checkbox"/> The teacher maintains accurate records (student progress, completion of assignments, non-instructional records) <input type="checkbox"/> The teacher fulfills responsibilities in a timely manner <input type="checkbox"/> The teacher understands legal issues related to students and families <input type="checkbox"/> The teacher demonstrates personal integrity <input type="checkbox"/> The teacher keeps track of specific situations in which he or she adheres to rules and procedures 																	
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Art and Science of Teaching

Teacher Evaluation Model: Domain 4: Collegiality and Professionalism

2. Participating in District and School Initiatives																	
<p>The teacher is aware of the district's and school's initiatives and participates in them in accordance with his or her talents and availability.</p>			<p> <input type="radio"/> Innovating (4) <input type="radio"/> Applying (3) <input type="radio"/> Developing (2) <input type="radio"/> Beginning (1) <input type="radio"/> Not Using (0) <input type="radio"/> Not Applicable </p> <p><u>Scale</u></p>														
<p>Teacher Evidence</p> <p> <input type="checkbox"/> The teacher participates in school activities and events as appropriate to support students and families <input type="checkbox"/> The teacher serves on school and district committees <input type="checkbox"/> The teacher participates in staff development opportunities <input type="checkbox"/> The teacher works to achieve school and district improvement goals <input type="checkbox"/> The teacher keeps tracks of specific situations in which he or she has participated in school or district initiatives <input type="checkbox"/> When asked, the teacher can describe or show evidence of his/her participation in district and school initiatives </p>																	
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We use the following format to plan Science, Social Studies and Writing units of study. You can find the template on the G: drive at the following location:

<G:\Instructional Staff Resources\Unit Plan Template\Unit Plan Template.docx>

To facilitate the creation of the unit plans, please follow the outlined steps:

STEP 1: Using the Provided Scope and Sequence Unit document, order the standards in a logical order to facilitate student understanding of the Essential Question.

STEP 2: Enter the standards and the associated description into the Unit Plan Template.

STEP 3: Create the Summative Assessment.

- Ensure that we are focusing on a higher order thinking skill (Synthesis, Evaluation)

STEP 4: Essential Questions – a brief outline of purpose below

- Cause a genuine and relevant inquiry into the big ideas and core content.
- Provoke deep thought, lively discussion, sustained inquiry, and new understanding as well as more questions.
- Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers.
- Stimulate vital, ongoing rethinking of big ideas, assumptions, prior lessons.
- Spark meaningful connections with prior learning and personal experiences.
- Naturally recur, creating opportunities for transfer to other situations and subjects.

STEP 5: Create a **SMART** AIM sequence.

- **S**pecific/**M**easurable/**A**ligned to Standards/**R**elevant/**T**ime-Bound (may be verbally stated)
- Highlight the verbs (to ensure experiences on multiple levels of Bloom's Taxonomy).

STEP 6: Create activities and assessments to reach the AIM.

STEP 7: Add in Resources.

- Books
- FOSS/Delta Modules



LA CIMA ELEMENTARY CHARTER SCHOOL UNIT PLAN TEMPLATE

Section 3

Grade	1st	Unit Title	Animal Diversity		
Subject	Science	Estimated Time Frame	2 months (September-October)		
Essential Question(s)	<ul style="list-style-type: none"> • How are animals alike and different? • How do animals' physical characteristics compliment their habitat? • How do animals change over time? 				
Summative Assessment(s)	<p>Students will create a fictitious animal by drawing and with a written description and/or labels with physical structures that adapt the animal to a specific habitat.</p> <p>Students will justify grouping of animal life cycles as "simple life cycle" or "metamorphosis" by describing the physical (structural) changes the animal undergoes.</p>				
Relevant Vocabulary	gills, metamorphosis, life cycle, adapt, habitat, insect, structure, physical				
Standard	SMART AIM Sequence <i>Learning target: What students know and can do</i>	Assessments/Activities <i>Process: How instruction will get students to the target</i>	Thinking/Process Skills	Resources	
LE 1.1a Animals need air, water, and food in order to live and thrive.	Identify needs of living thing	Students will list needs of living things.			
LE 3.1a Each animal has different structures that serve different functions in growth, survival, and reproduction.	Identify various animal physical structures (i.e. beak, hump, hoof, fin, gills, snout, etc)	Students will label various animal pictures with the proper name of the physical structure.			
	Describe how the function of an animal's physical structure compliments an aspect of its habitat.	Students will match a physical structure to a survival need (i.e. snout → smelling)			
	Compare/contrast different animals to find common structures and hypothesize the function of the structure.	Students will create a T-chart comparing/contrasting 2 animals identifying common structures.			



<p>LE 3.1c In order to survive in their environment, plants and animals must be adapted to that environment.</p>	<p>Compare and contrast different habitats (ocean, desert, forest)</p>	Students will complete an exit ticket matching various habitats to their descriptions.		
	<p>Evaluate how physical structures enable an animal to survive in its habitat.</p>	Students will label animal physical structures and write a description of how that structure is adapted to the animal's habitat.		
<p>LE 2.2a Plants and animals closely resemble their parents and other individuals in their species.</p>	<p>Match parent and offspring of different animals.</p>	Students will explore various animals and their offspring. Students will identify common traits to use for matching.		
<p>LE 2.1a Some traits of living things have been inherited (e.g., color of flowers and number of limbs of animals).</p>	<p>Compare and contrast inherited and non-inherited traits (physical traits vs. abilities).</p>	Students will identify in themselves traits that are inherited (physical traits – number of limbs, eyes, etc).		
<p>LE 2.2b Plants and animals can transfer specific traits to their offspring when they reproduce.</p>		Students will identify in themselves traits that are not inherited (abilities/things that change – riding a bike, hairstyles, favorite colors, etc).		
<p>LE 4.1a,e,f,g Describe animal life cycles and life spans (e.g., baby/adult, puppy to dog).</p>	<p>Define cycle.</p>	Students will draw a human life cycle including terms baby, child, teenager, adult (understanding of cycle must be indicated by arrow placement).		
	<p>Identify by labeling phases of development in people and small mammals.</p>			
	<p>Compare and contrast how different animals are born, but emphasizing that all come from eggs.</p>	Students will identify by pasting cut-out pictures under a T-chart heading of "born as an egg" or "born as an animal"		
	<p>Observe and record phases of development in insects (beetles, butterflies)</p>	Students will place pictures of various phases of development in order and will draw in arrows to signify the direction of the cycle.		



Weekly/Daily Plans Guidelines

All teachers must submit a week's worth of daily lesson plans each **Sunday by 5pm**. It is expected that the lessons will be typed and submitted one week prior to their implementation. This is to ensure ample time for collaboration and feedback amongst team members and the Director of Curriculum and Instruction.

All lesson plans are to be saved in the following location: [G:\Lesson Plans](#). Save your files in the appropriate folder based on grade level/subject/teacher/week of implementation.

Please follow the following file-naming convention for lesson plans:

GradeLevel_SchoolYear_Subject_Topic_First Day of Week of Coverage_Last Name of Creator

- For example
Gr1_1011_Math_2sSkipCounting_082310_West

Please follow the following file-naming convention for unit plans:

GradeLevel_SchoolYear_Subject_Unit#Topic_First Day of Week of Coverage_Last Name of Creator

- For example
Gr1_1011_Science_U1AnimalDiversity_082310_West

WHY? To fully maximize our internal resources and for future reference of lesson, we need to facilitate file searches in a fast and efficient manner.

Please use the following heading for all lesson plans:

Class/Grade: use <i>Class</i> for classroom plans and <i>Grade</i> for grade level plans	Week of: what is the range of dates these lessons will cover?
Standard(s): please list the state standard(s) being addressed	
AIM: Please insert your SMART objective	
Assessment: Please insert how you will assess the AIM.	
Daily Review: What skills will you reinforce in this lesson? What spiral review will you include?	

Example:

Class/Grade: Rhombi	Week of: 7/5-9/10
Standard(s):	



1.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)

AIM: We will match written numbers up to 20 with the quantities they represent.

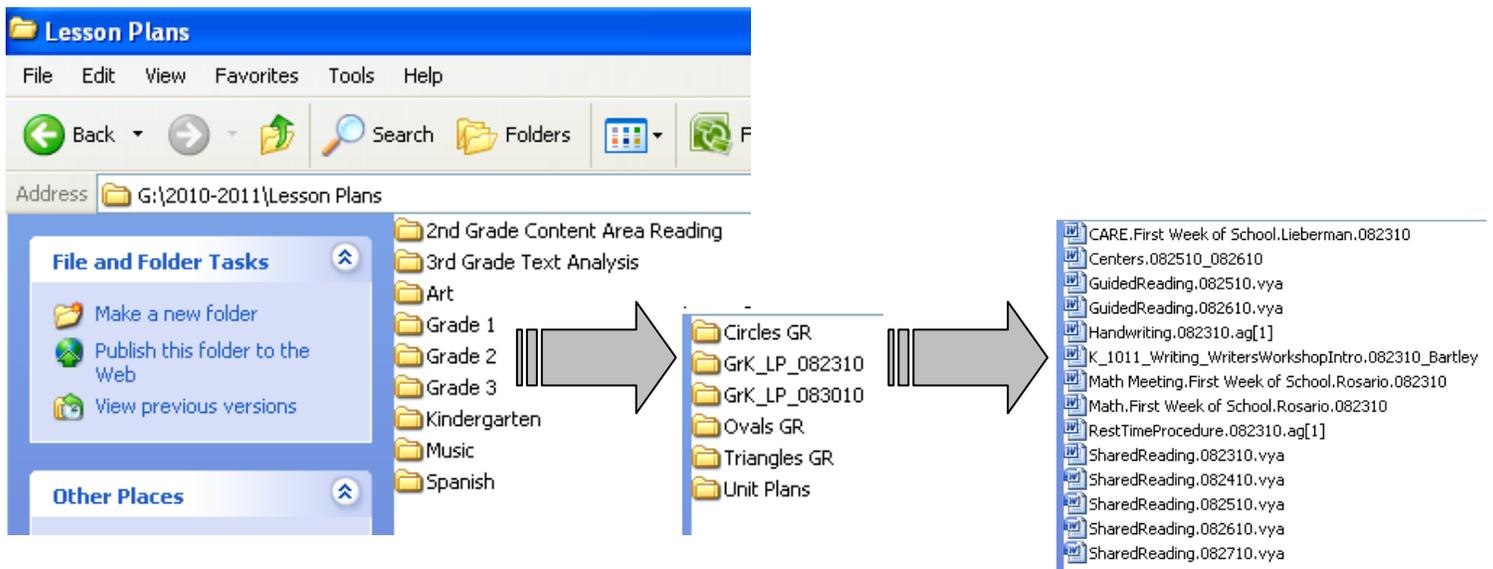
Assessment: Students will draw the appropriate number of shapes to match a written number and vice versa.

Daily Review: We will count up to 50 forwards.

For your reference, some common lesson plan templates are included in pages . Soft-copies are available on the G: drive in the location below. (NOTE: not all resources include header and/or required elements)

[G:\ Instructional Staff Resources\Lesson Plan Templates](#)

NOTE: Please follow the proper naming conventions (screen shot below some are not correct).



In addition, the following items are to be included and easily located in your lesson plan:

- **Day of the Week:** Please have this in easily identifiable along the left margin of your lesson.
- **Differentiation:** What accommodations/modifications are you making? Please mark these in your lesson by marking with a **D**.
 - *Example: D:* Students who have mastered adding using dot cubes will use either a combination of 1 dot cube and 1 number cube or 2 number cubes.
- **Activation of Prior Knowledge**
- **I-WE-YOU:** Teacher modeling, guided practice and independent practice
- **Checks for Understanding:** Labeled by **CFU: (Method)**
 - *Example: CFU:* Students think-pair-share while teacher circulates.
- **Appeal to different learning styles:** *See pages following sample lesson plan templates.*



Lesson Planning Template 1

Section 5

Teacher:	Date:	Subject/Block:
Standard(s):		
Aims: <i>What is my standards-based, bite-sized aim for this lesson? Make sure this aim fits in a logical sequence with other aims from this unit.</i>		Assessment of Mastery of the Aim:
Vocabulary: <i>What words do students need to know to be successful with this material? What other vocab words (Tier 2) could be tied in?</i>		
Quick Questions: <i>Generally focused on cumulative review (based on IA data, yesterday's lesson, prerequisite skills or preview for today)</i> 1. 2. 3. 4.		Agenda:
Review: <i>What essential content from previous lessons do students need to practice to maintain fluency?</i>		
Hook: <i>How will you convey the importance of today's objective and/or make it interesting?</i>		
Mini-Lesson / Modeling (the "I" or "I/We"): <i>How will I first model this for student? What example(s) will I use? What steps or thought process do I need to make sure to "think aloud"? (Note: This can be heavily guided practice instead of direct modeling)</i>		
Guided Practice (the "We"):	Key questions to ask during Guided Practice: <i>What Qs should I ask my students to get them to that goal? (Levels 1-5)</i>	
Key questions/strategy to check for understanding before Independent Practice: <i>How ill I know if students are ready to move into independent practice?</i>		
Independent Practice (the "You"): <i>What will be the product? What will students do? Students need lots of AT BATS, and they need to be able to do these successfully and independently.</i>		
Exit Slip / Final Check for Understanding (or other summary):		
Homework: <i>Am I totally confidently that all students can do the homework independently and successfully?</i>		
Post-Lesson Reflection: <i>What do you want to change about this lesson for next year?</i>		



5 E Lesson Planning Template 2

Section 5

Class/Grade: use <i>Class</i> for classroom plans and <i>Grade</i> for grade level plans		Week of: what is the range of dates these lessons will cover?
Standard(s): please list the state standard(s) being addressed		
AIM: Please insert your SMART objective		
Assessment: Please insert how you will assess the AIM.		
Daily Review: What skills will you reinforce in this lesson? What spiral review will you include?		
Engagement Time:	Hook:	
	Questions posed by me:	Questions posed by the students to explore:
	Connections to the real world:	
Materials needed for exploration:		
Exploration Time:	Activity to seek understanding and connections: (hands on and driven by the standard being addressed) How will this be implemented (step by step)? Grouping? Passing out of materials? Clean up? ROUTINES! How will it reach the end goal?	Questions that I do not want to forget to ask groups:
Explanation Time:	What do I expect students to be able to say at the end of the exploration? What do I want to add and give feedback on if they do not say it? What might they believe after this activity that I need to <i>redirect</i> ?	
Extension/ Elaborate Time:	Extension activity to allow further/deepening of understanding. Grouping? Small group with me? How do we take it to the next level?	
Evaluation Time:	What output do I want my students to have:	After the lesson, based on this output: next steps (reflection for next lesson and next year☺):



 <p>Guided Reading Cheat Sheet</p>	Class/Grade:		Week of:	
	Standard(s):			
	AIM:			
	Assessment:			
	Daily Review:			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction (about 6 minutes)</p>	Activate Prior Knowledge			
	Title and Cover			
	Genre			
	Picture Walk: Unusual Language / Vocabulary Visual / Phonics / Sight Words (within text)		Vocabulary Words:	
			Phonics/Sight Words:	
Connection to Big Goal: (Why is this so important?)		“Good readers [<i>Skill</i>] by [<i>Strategy</i>].”		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">During (about 8 minutes)</p>	Set the Purpose			
	Teacher Model		Pg. __	
	Students whisper/read silently and teacher takes notes			
	Teacher Coaches Students When Appropriate		Anticipated problems:	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">After (about 6 minutes)</p>	Discussion			
	Inference Questions			
	Teaching Point (if teaching point addresses ‘after reading’ strategy)			
	Extension/Exit Ticket (students could complete independently)			



Reading Block Overview

Section 10

Below is the breakdown of the reading block at La Cima by grade level.

Kindergarten			
What?	When/How/Why?	Lesson Plan?	Curriculum
<i>Independent Reading</i>	At desks based on Reading strategy with planned and scheduled individual student-teacher conferences	Daily plan for conferences	Based on student needs by standard and reading level.
<i>Guided Reading*</i>	Teacher 1 teaches 1/3 of class in 3 shifts (Teacher 2 teaches 1/3 of class Phonics in 3 shifts and 1/3 of class at either listening center or computers with scheduled rotation each block)	Daily plan	
<i>Centers</i>	Both teachers monitor content area based centers (Math, Science, Social Studies, Writing, Reading) May be used as an intervention time by one teacher.	Add into Reading daily plan	
<i>Phonics</i>	Teacher 2 teaches 1/3 in 3 shifts (Teacher 1 teaches 1/3 of class Guided Reading in 3 shifts and 1/3 of class at either listening center or computers with scheduled rotation each block)	Daily Progress Tracker	SRA Reading Mastery
<i>Read Aloud</i>	Teachers read aloud with preplanned topics of conversation, questions and new vocabulary at transition times (beginning of the day, after returning from lunch/recess, after pack-up, etc)	Add questions and vocabulary into Shared Reading Daily Plan as related to Shared Reading weekly focus	Teacher resourced by grade level. Vary genre to include literary and informational non-fiction, fiction, poetry, essays, prose, informational text,

First Grade			
What?	When/How/Why?	Lesson Plan?	Curriculum
<i>Independent Reading</i>	At desks based on Reading strategy with planned and scheduled individual student-teacher conferences	Daily plan for conferences	Based on student needs by standard and reading level.
<i>Guided Reading</i>	Both Teachers on. Split students into groups of 8-9	Daily plan	
<i>Centers</i>	Both teachers monitor literacy based centers: <ul style="list-style-type: none"> • Writing • Sight Words • Fluency • Reading • Research <i>(See below for details)</i> May be used as an intervention time by one teacher.	Add into Reading daily plan	
<i>Phonics</i>	Split class in half (high/low), both teachers lead groups	Daily Progress Tracker	SRA Reading Mastery
<i>Grammar</i>	Whole Group	Daily Plan	Daily Oral Language
<i>Read Aloud</i>	Teachers read aloud with preplanned topics of conversation, questions and new vocabulary at transition times (beginning of the day, after returning from lunch/recess, after pack-up, etc)	Add questions into Shared Reading Daily Plan as related to Shared Reading weekly focus	Teacher resourced by grade level. Vary genre to include literary and informational non-fiction, fiction, poetry, essays, prose, informational text,

**Guided Reading:* All students will remain with the whole Guided Reading group for most of the time. Occasionally, teacher may choose to conference/teach mini-lesson with smaller groups for portions of the time. Alternatively, all students may be at the table, and during whisper reading, the teacher will listen to those who need the skill the most.

Center Categories and Associated Activities

Writing	<ul style="list-style-type: none"> • Handwriting • Post office • Reader's Response Journal 	Fluency	<ul style="list-style-type: none"> • Buddy reading • Reader's Theatre • Poetry magnets • Pocket chart poems (to sort and organize at seat) • Poetry journal • Fluency phrases
Sight Words	<ul style="list-style-type: none"> • Magna-doodle • Magnet letters • Spelling Showdown • Spelling cards 	Reading	<ul style="list-style-type: none"> • Silent Reading • Book checkout • Book card response

Second Grade			
What?	When/How/Why?	Lesson Plan?	Curriculum
<i>Independent Reading</i>	At desks based on Reading strategy with planned and scheduled individual student-teacher conferences	Daily plan for conferences	Based on student needs by standard and reading level.
<i>Guided Reading*</i>	Teacher rotates through Guided Reading groups as assigned.	Daily plan	
<i>Centers</i>	Teachers monitors literacy based centers: <ul style="list-style-type: none"> • Writing • Sight Words • Fluency • Reading • Research <i>(See below for details)</i> May be used as an intervention time by teacher.	Add into Reading daily plan	
<i>Phonics</i>	Teacher rotates through Phonics groups as assigned.	Daily Progress Tracker	SRA Reading Mastery (through 2 nd)
<i>Grammar</i>	Whole Group	Daily Plan	Daily Oral Language
<i>Read Aloud</i>	Teachers read aloud with preplanned topics of conversation, questions and new vocabulary at transition times (beginning of the day, after returning from lunch/recess, after pack-up, etc)	Add questions into Shared Reading Daily Plan as related to Shared Reading weekly focus	Teacher resourced by grade level. Vary genre to include literary and informational non-fiction, fiction, poetry, essays, prose, informational text,

**Guided Reading:* All students will remain with the whole Guided Reading group for most of the time. Occasionally, teacher may choose to conference/teach mini-lesson with smaller groups for portions of the time. Alternatively, all students may be at the table, and during whisper reading, the teacher will listen to those who need the skill the most.

Third/Fourth/Fifth Grade

What?	When/How/Why?	Lesson Plan?	Curriculum
<i>Independent Reading</i>	At desks based on Reading strategy with planned and scheduled individual student-teacher conferences	Daily plan for conferences	Based on student needs by standard and reading level.
<i>Guided Reading*</i>	Teacher rotates through Guided Reading groups as assigned.	Daily plan	
<i>Centers</i>	Teachers monitors literacy based centers: <ul style="list-style-type: none"> • Writing • Sight Words • Fluency • Reading • Research (See below for details) May be used as an intervention time by teacher.	Add into Reading daily plan	
<i>Vocabulary</i>	Whole Group	Daily plan	
<i>Grammar</i>	Whole Group	Daily plan	Daily Oral Language
<i>Read Aloud</i>	Teachers read aloud with preplanned topics of conversation, questions and new vocabulary at transition times (beginning of the day, after returning from lunch/recess, after pack-up, etc)	Add questions into Reading Daily Plan as related to Reading weekly focus	Teacher resourced by grade level. Vary genre to include literary and informational non-fiction, fiction, poetry, essays, prose, informational text,

Center Categories and Associated Activities

Writing	<ul style="list-style-type: none">• Handwriting• Post office• Reader's Response Journal	Fluency	<ul style="list-style-type: none">• Buddy reading• Reader's Theatre• Poetry magnets• Pocket chart poems (to sort and organize at seat)• Poetry journal• Fluency phrases
Sight Words	<ul style="list-style-type: none">• Magna-doodle• Magnet letters• Spelling Showdown• Spelling cards	Reading	<ul style="list-style-type: none">• Silent Reading• Book checkout• Book card response• Literature Circle• Accelerated Reader

(http://www.ferris.edu/fctl/Teaching_and_Learning_Tips/Learning%20Styles/LearningModalities.htm)

The ways we process information to memory--three basic ways:

Visually—Learn by Seeing

The visual cortex of the brain is larger than all of the other sensory cortexes of the brain put together. Students have grown up in a media based culture. The use of visual images needs to be a large part of the teaching practice.

1. Guided imagery
2. Demonstrations
3. Copying notes
4. Highlighting in text
5. Flash cards
6. Diagrams
7. Photos
8. Video
9. Mind maps
10. TV

Auditorally—Learn by Hearing

The definition of the proper use of lecture is to talk with students about those things they can not learn on their own.

1. Tapes
2. Reading aloud
3. Oral instructions
4. Lectures
5. Using rhythmic sounds
6. Poems, rhymes
7. Word associations
8. Group discussions
9. Music, lyrics
10. TV

Kinesthetic/Tactile--Learn by Doing

Learning through first hand experience is the best possible way for many students to learn as it often allows them to use all of their sensory processes to taken in information. In addition, there is not intermediary between them and the experience potentially biasing, filtering or shading the sensory data.

1. Experiments/labs
2. Plays, acting, role play
3. Games
4. Problem-solving
5. Field-trips
6. Writing notes
7. Making lists
8. Props, physical examples
9. Associating emotions with concepts

Learning Modalities: Pathways to Effective Learning



<http://www.pbs.org/teachers/earlychildhood/articles/learningmodalities.html>

Article by Dr. Patricia Hutinger

Learning modalities, learning styles, or multiple intelligences - these word labels emphasize the different ways children and adults learn best. Just as a single shoe size doesn't fit everyone, neither does a single learning environment ensure learning for all. We come not only from differing localities, abilities, cultures, and home experiences, but we inherently have different learning modalities. In addition, we possess varying combinations of these learning modalities - it's not an all or none issue. Your own learning style affects your teaching and what you plan for and with children.

Overview and Definitions

Some theorists and practitioners reduce learning modalities to three categories including visual, motor, and auditory. Visual children tend to learn by watching and looking at pictures and may be easily distracted by movement and action in the classroom. Those who respond to motor/kinesthetic stimuli tend to be involved and active, would rather do than watch, and prefer 'hands on' projects. Auditory children tend to learn by being told, respond to verbal instructions, and may be easily distracted by noise.

Learning modalities refer to the style learners use to concentrate on, process, and retain information, while multiple intelligences are the learners' biological potential and independent, diverse cognitive abilities & their talents, which can be influenced by educational and cultural influences. Howard Gardner refers to multiple intelligences as tools to use in teaching and learning. He suggests at least eight elements of multiple intelligences that provide finer distinctions among behaviors.

Linguistic/Language: learns by listening, reading, verbalizing, enjoys discussion, likes word games, books, and records, and remembers verses, lyrics, and trivia.

Logical/Mathematical: thinks conceptually, uses clear reasoning, looks for abstract patterns and relationships, likes experimenting and testing things, likes classifying and categorizing.

Musical: thinks in tones, learns through rhythm and melody, enjoys playing musical instruments, remembers songs, and notices nonverbal sounds in the environment.

Spatial: likes mazes and jigsaw puzzles, likes to draw and design things, likes to build models, and likes films, slides, videos, diagrams, maps, and charts.

Bodily kinesthetic: processes knowledge through bodily sensations, communicates through gestures, moves or fidgets while sitting, learns by touching and manipulating, likes role playing, creative movement, and physical activity, enjoys fixing and building things.

Interpersonal: understands and cares about people, is the social child, has lots of friends, and learns from cooperative learning experiences, and likes group games.

Intrapersonal: enjoys working independently, likes to be alone, appears to be self-motivated, and needs quiet space and time.

Naturalist: investigates, experiments, questions, and finds out about elements of science, the phenomena of the natural world, weather patterns, growing things, animals, conditions that change characteristics (water changes from liquid to solid when frozen).

Bloom's Taxonomy Section 5



Bloom's Taxonomy Resource

I. KNOWLEDGE

Exhibit memory of previously-learned material by recalling facts, terms, basic concepts and answers.

KEY WORDS	QUESTIONS	ACTIVITIES
who omit find show name select what where how spell relate why which define list tell when choose label match recall	<ul style="list-style-type: none">• What is...?• Where is...?• How did ____ happen?• How would you show...?• Who were the main...?• Which one...?• How is...?• When did ____ happen?• How would you explain...?• Can you list three...?	<ul style="list-style-type: none">• Make a list of the main events.• Make a timeline of events.• Make a facts chart.• Write a list of any pieces of information you can remember.• List all the...in the story.• Make a chart showing...• Recite a poem.

II. COMPREHENSION

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.

KEY WORDS	QUESTIONS	ACTIVITIES
compare interpret illustrate rephrase show contrast explain infer translate classify demonstrate extend relate summarize	<ul style="list-style-type: none">• How would you classify the type of...?• How would you compare...contrast...?• Will you state or interpret in your own words...?• How would you rephrase the meaning...?• What facts or ideas show...?• What is the main idea of...?• Which statements support...?• Which is the best answer...?• What can you say about...?• How would you summarize...?	<ul style="list-style-type: none">• Cut out or draw pictures to show particular event.• Illustrate what you think the main idea was.• Make a cartoon strip showing the sequence of events.• Write and perform a play based on the story.• Retell the story in your own words.• Paint a picture of some aspect you like.• Write a summary report of an event.• Make a coloring book.

III. APPLICATION

Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.

KEY WORDS	QUESTIONS	ACTIVITIES
apply construct organize utilize experiment with build develop plan model with choose interview select identify make use of	<ul style="list-style-type: none">• How would you use...?• What examples can you find to...?• How would you solve ____ using what you've learned...?• How would you organize ____ to show...?• What approach would you use to...?• What would result if...?• Can you make use of the facts to...?	<ul style="list-style-type: none">• Construct a model to demonstrate how it will work.• Make a diorama to illustrate an important event.• Make a scrapbook about the areas of study.• Make a paper-mache map to include relevant information about an event.• Take a collection of photographs to demonstrate a particular point.

Section 5

IV. ANALYSIS

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

KEY WORDS	QUESTIONS	ACTIVITIES
Analyze categorize classify compare contrast discover dissect divide examine inspect simplify survey distinguish list distinction theme relationships function motive inference assumption conclusion take part in test for	<ul style="list-style-type: none"> • What are the parts or features of...? • How is ___ related to...? • Why do you think...? • What is the theme...? • What motive is there...? • Can you list the parts...? • What inference can you make...? • What conclusions can you draw...? • How would you classify...? • What evidence can you find...? 	<ul style="list-style-type: none"> • Design a questionnaire to gather information. • Write a commercial to sell a new product. • Conduct an investigation to produce information to support a view. • Construct a graph to illustrate selected information. • Make a jigsaw puzzle. • Make a family tree showing relationships. • Put on a play about the study area.

V. SYNTHESIS

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

KEY WORDS	QUESTIONS	ACTIVITIES
Build choose combine compile compose construct create design develop estimate formulate imagine invent make up originate plan predict propose solve suppose discuss modify change adapt improve minimize delete happen elaborate theorize	<ul style="list-style-type: none"> • What changes would you make to solve...? • How would you improve...? • What would happen if...? • Can you elaborate on the reason...? • Can you propose an alternative...? • Can you invent...? • What would be done to minimize...? • How would you test...? 	<ul style="list-style-type: none"> • Invent a machine to do a specific task. • Design a building to house your study. • Create a new product. Give it a name and plan a marketing campaign. • Write about your feelings in relation to... • Sell an idea. • Devise a way to... • Design a record, book, etc. for...

VI. EVALUATION

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

KEY WORDS	QUESTIONS	ACTIVITIES
Award choose conclude criticize decide defend determine dispute evaluate judge justify measure compare mark rate recommend rule out select agree appraise prioritize opinion interpret explain importance criteria prove assess value perceive deduct	<ul style="list-style-type: none"> • What is your opinion of...? • How would you prove...? Disprove...? • Would it be better if...? • Why did the character choose...? • What would you recommend...? • How would you rate the...? • How would you evaluate...? • What would you select...? • Why was it better that...? 	<ul style="list-style-type: none"> • Conduct a debate about an issue of special interest. • Make a booklet about 5 rules you see as important. Convince others. • Form a panel to discuss views, e.g. "Learning at School." • Write a letter to...advising on changes needed at... • Write a half yearly report. • Prepare a case to present your view about...

La Cima Teaching Competency Model



APPENDIX S

Weekly Data Analysis Meeting Goal Attainment Plan

Goal Target Areas	Last Week's Goal	Current Reality	Next Week's Goal
Academics			
<ul style="list-style-type: none"> Humanities (percent mastery of aims based on exit tickets) 			
	Plans toward meeting/sustaining goal:		
<ul style="list-style-type: none"> Math (percent mastery of aims based on exit tickets) 			
	Plans toward meeting/sustaining goal:		
<ul style="list-style-type: none"> Science (percent mastery of aims based on exit tickets) 			
	Plans toward meeting/sustaining goal:		
Culture			
<ul style="list-style-type: none"> Attendance (percent average daily attendance of aims based on pinnacle) 			
	Plans toward meeting/sustaining goal:		
SW annual goal = 95%			
<ul style="list-style-type: none"> CARE (85% coin goal) 			
	Plans toward meeting/sustaining goal:		
<ul style="list-style-type: none"> Family (5 family chats per class per week) 			
	Plans toward meeting/sustaining goal:		
SW annual goal = 100% participation, 85% satisfaction			



Weekly Data Analysis Meeting Protocol

Who: Grade Level Teams

Facilitator: Grade Level Chairs / Coaches

Note-taker: Rotating (*notes are taken directly in this template and saved in the G drive under Weekly Data Meetings in your grade level folder under the following naming convention WDM_Grade#_Date*).

Time Keeper: Rotating

TWBAT:

- Identify and share priorities based on data
- Decide how and when to reteach the identify priorities
- Revise lesson plans

Materials Needed:

1. Weekly Data – *exit ticket trackers, benchmark report*
2. Instructional plans and resources for the upcoming week

Exit Tickets

Revised Lesson Plans and Instructional Strategies – *teachers*

Weekly Capture Sheets – *coaches*

What	How	When
Step 1: Collect and Bring the Data	Data is being collected throughout the week in exit ticket trackers and Pinnacle Data should be current	Throughout the week
Step 2: Looking at Weekly Data	Look at Weekly data – <i>exit tickets and benchmark report</i> Calculate % mastery by class and/or	10 mins

	<p>subject</p> <p>Share findings</p> <ul style="list-style-type: none"> • Last Week's Goal • Current Reality • Next Week's Goal 	
<p>Step 3: Analyze the Data</p>	<p>10 minutes for individual/ co-teacher reflection</p> <p>15 minutes for group share out</p> <ol style="list-style-type: none"> 1. Were the week's goals met? <ul style="list-style-type: none"> ○ Goal is __% mastery 2. What might be the reasons why the goal(s) met or not? 3. How to Follow up <p>If goal is met - think about those who didn't master (small group and individual reteach and interventions)</p> <p>If goal is not met - think through the following:</p> <ul style="list-style-type: none"> ○ Is mastery needed for this aim/standard at this time, or will it spiral back into the curriculum? ○ Are we reteaching to the whole class? How and when? ○ Will I reteach in small group and individual intervention? How and when? 	<p>25 mins</p>



	<p>4. Impact on Next Week's Plans</p> <p>What kind of prep will I need to do/changes do I need to make based on the data and my reflection?</p>	
<p>Step 4:</p> <p>Revising Instructional Plans</p>	<p>Planning Time</p> <p>How:</p> <p>Subject by subject in teaching teams or individuals</p> <p>3rd and 4th grade collective planning:</p> <ul style="list-style-type: none"> ○ Intervention groups ○ GR ○ Writing 	50 mins
<p>Step 5:</p> <p>Goal Setting</p>	<p>Setting Next Week's Goals?</p> <p>What are our academic goals?</p> <p><i>Coaches complete capture sheet</i></p>	10 mins



La Cima Elementary Charter School
Vertically Aligned Writing Rubrics

Kindergarten
Opinion Writing

4	3	2	1
<p>Introduces the topic or name of the book they are writing about</p> <p>States an opinion on the topic and at least 1 relevant reason to support the opinion</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I 	<p>Tells the reader the topic or title of book</p> <p>States an opinion or preference about the topic or book</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Tells the reader the topic or title of book</p> <p>Attempts to state an opinion or preference about the topic or book</p> <p>Attempts some, attempts may be unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>No attempt to tell the reader the topic or title of book</p> <p>No attempt to state an opinion or preference about the topic or book; or attempt is confusing</p> <p>No attempt, or attempts are unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

Kindergarten
Informative/Explanatory Writing

4	3	2	1
<p>Names the topic (in the title)</p> <p>Supports with some (about 3-4) facts about the topic</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns <p>Capitalizes the pronoun I</p>	<p>Establishes the topic in a title and goes beyond the title to create a context for writing</p> <p>Supplies some (2-3 facts) information about the established topic</p> <p>Uses additives linking words such as and, then, but, when,</p> <p>Provides a sense of closure to the topic in a few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Attempts to establish the topic in a title and then create a context for writing</p> <p>Supplies little (1-2 facts) information about the established topic May include some irrelevant information.</p> <p>Attempts to use additives linking words such as and, then, but, when,</p> <p>Attempts to provide a sense of closure to the topic in a few words or word. May add some irrelevant information</p> <p>Attempts some, attempts may be unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>No attempt, or attempt in unclear, to establish the topic in a title and/or create a context for writing</p> <p>Supplies little or no (0-1 facts) information about the established topic May mostly include irrelevant information.</p> <p>No attempt to use additives linking words such as and, then, but, when,</p> <p>No attempt, or confusing attempt, to provide a sense of closure to the topic in a few words or word. May add irrelevant information</p> <p>No attempt, or attempts are unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

**Kindergarten
Narrative Writing**

4	3	2	1
<p>Establishes the situation with the opening sentence</p> <p>Recounts two or more appropriately sequences events</p> <p>Includes some detail regarding what happened</p> <p>Uses temporal words to signal event order (though not consistently) such as then, when, next, etc</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns <p>capitalizes the pronoun I</p>	<p>Establishes a situation by naming a place</p> <p>Recounts several loosely linked events in the order in sequence</p> <p>Provides a reaction to what happened</p> <p>Narrative has a sense of closure in few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Attempts to establish a situation by naming a place</p> <p>Attempts to recount, or recounts a few, loosely linked event. Attempts sequence events</p> <p>Attempts a reaction to what happened</p> <p>Narrative attempts a sense of closure in few words, or a word</p> <p>Attempts some, attempts may be unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>No attempt to establish a situation by naming a place</p> <p>Recounts a little or no events, Sequence may be confusing</p> <p>Provides no reaction, or an irrelevant reaction, to what happened</p> <p>Narrative attempts no sense closure, or closure is confusing and irrelevant</p> <p>No attempt, or attempts are unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

La Cima Elementary Charter School
Vertically Aligned Writing Rubrics

First Grade
Opinion Writing

4	3	2	1
<p>Introduces the topic (referencing words from the text and the title)</p> <p>States an opinion about the topic/book and supplies relevant reasons (at least 3-4) to support the opinion</p> <p>Uses linking words to connect opinions and reasons such as because, and, also</p> <p>Provides a concluding statement in 1-3 sentences</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods 	<p>Introduces the topic or name of the book they are writing about</p> <p>States an opinion on the topic and at least 1 relevant reason to support the opinion</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I 	<p>Tells the reader the topic or title of book</p> <p>States an opinion or preference about the topic or book</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Tells the reader the topic or title of book</p> <p>Attempts to state an opinion or preference about the topic or book</p> <p>Attempts some, attempts may be unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

First Grade
Informative/Explanatory Writing

4	3	2	1
<p>Introduces a topic in an introduction section or statement</p> <p>Uses facts and definitions to develop relevant points (at least 3-4)</p> <p>Provides a concluding section or statement</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe <p>all sentences end with periods</p>	<p>Names the topic (in the title)</p> <p>Supports with some (about 3-4) facts about the topic</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • Capitalizes the pronoun I 	<p>Establishes the topic in a title and goes beyond the title to create a context for writing</p> <p>Supplies some (2-3 facts) information about the established topic</p> <p>Uses additives linking words such as and, then, but, when,</p> <p>Provides a sense of closure to the topic in a few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Attempts to establish the topic in a title and then create a context for writing</p> <p>Supplies little (1-2 facts) information about the established topic May include some irrelevant information.</p> <p>Attempts to use additives linking words such as and, then, but, when,</p> <p>Attempts to provide a sense of closure to the topic in a few words or word. May add some irrelevant information</p> <p>Attempts some, attempts may be unclear, of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

**First Grade
Narrative Writing**

4	3	2	1
<p>Establishes a situation in time and place appropriate for what is to come in the narrative in an introduction</p> <p>Recounts a well-elaborated sequence of events using temporal words to signal event order such as <i>and, but, then, next, etc.</i></p> <p>Includes details to describe actions, thoughts, and feelings</p> <p>Provides a sentence of closure in conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe <p>use end of sentence punctuation, both periods and exclamation points</p>	<p>Establishes the situation with the opening sentence</p> <p>Recounts two or more appropriately sequences events</p> <p>Includes some detail regarding what happened</p> <p>Uses temporal words to signal event order (though not consistently) such as then, when, next, etc</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I 	<p>Establishes a situation by naming a place</p> <p>Recounts several loosely linked events in the order in sequence</p> <p>Provides a reaction to what happened</p> <p>Narrative has a sense of closure in few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods 	<p>Attempts to establish a situation by naming a place</p> <p>Attempts to recount, or recounts a few, loosely linked event. Attempts sequence events</p> <p>Attempts a reaction to what happened</p> <p>Narrative attempts a sense of closure in few words, or a word</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

La Cima Elementary Charter School
Vertically Aligned Writing Rubrics

Second Grade
Opinion Writing

4	3	2	1
<p>Introduces the topic or text and states opinion in an introduction section or paragraph</p> <p>Creates an organizational structure that list reasons</p> <p>Provides relevant reasoning that supports each opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, therefore, since, for example,</i></p> <p>Provides a concluding section or paragraph that summarizes major points</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces the topic (referencing words from the text and the title)</p> <p>States an opinion about the topic/book and supplies relevant reasons (at least 3-4) to support the opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, and, also</i></p> <p>Provides a concluding statement in 1-3 sentences</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods 	<p>Introduces the topic or name of the book they are writing about</p> <p>States an opinion on the topic and at least 1 relevant reason to support the opinion</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I 	<p>Tells the reader the topic or title of book</p> <p>States an opinion or preference about the topic or book</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

Second Grade
Informative/Explanatory Writing

4	3	2	1
<p>Introduces a topic in an introduction paragraph or section</p> <p>Creates an organizational structure that groups information together</p> <p>Develops the facts, definitions, and details</p> <p>Uses linking words and phrases such as <i>also, another, and, more, but</i> to connect ideas within categories of information</p> <p>Provides a concluding paragraph or section</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces a topic in an introduction section or statement</p> <p>Uses facts and definitions to develop relevant points (at least 3-4)</p> <p>Provides a concluding section or statement</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods 	<p>Names the topic (in the title)</p> <p>Supports with some (about 3-4) facts about the topic</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • Capitalizes the pronoun I 	<p>Establishes the topic in a title and goes beyond the title to create a context for writing</p> <p>Supplies some (2-3 facts) information about the established topic</p> <p>Uses additives linking words such as <i>and, then, but, when,</i></p> <p>Provides a sense of closure to the topic in a few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

**Second Grade
Narrative Writing**

4	3	2	1
<p>Establishes a situation and introduces the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order</p> <p>Uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations</p> <p>Provides a sense of closure in a conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Establishes a situation in time and place appropriate for what is to come in the narrative in an introduction</p> <p>Recounts a well-elaborated sequence of events using temporal words to signal event order such as <i>and, but, then, next, etc.</i></p> <p>Includes details to describe actions, thoughts, and feelings</p> <p>Provides a sentence of closure in conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • use end of sentence punctuation, both periods and exclamation points 	<p>Establishes the situation with the opening sentence</p> <p>Recounts two or more appropriately sequences events</p> <p>Includes some detail regarding what happened</p> <p>Uses temporal words to signal event order (though not consistently) such as then, when, next, etc</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I 	<p>Establishes a situation by naming a place</p> <p>Recounts several loosely linked events in the order in sequence</p> <p>Provides a reaction to what happened</p> <p>Narrative has a sense of closure in few words</p> <p>Demonstrates commands of some of the early conventions of standard written English:</p> <ul style="list-style-type: none"> • Writing with capital and lower case letters • spaces between words • beginning use of periods

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Vertically Aligned Writing Rubrics

Third Grade
Opinion Writing

4	3	2	1
<p>Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose in an introduction paragraph</p> <p>Provides relevant reasoning that are supported by facts and details that may include referencing other sources of information</p> <p>Links opinions and reasons using words and phrases such as <i>for instance, in order to, in addition</i></p> <p>Provides a concluding paragraph related to the opinions presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces the topic or text and states opinion in an introduction section or paragraph</p> <p>Creates an organizational structure that list reasons</p> <p>Provides relevant reasoning that supports each opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, therefore, since, for example,</i></p> <p>Provides a concluding section or paragraph that summarizes major points</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces the topic (referencing words from the text and the title)</p> <p>States an opinion about the topic/book and supplies relevant reasons (at least 3-4) to support the opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, and, also</i></p> <p>Provides a concluding statement in 1-3 sentences</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods 	<p>Introduces the topic or name of the book they are writing about</p> <p>States an opinion on the topic and at least 1 relevant reason to support the opinion</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I

Third Grade
Informative/Explanatory Writing

4	3	2	1
<p>Introduces a topic clearly</p> <p>Groups related information in paragraphs and sections which may include formatting (headings), illustrations, and multimedia</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic May reference outside sources of information</p> <p>Links ideas within categories of information using words and phrases such as <i>another, for example, also, because, etc</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic in an introduction paragraph or section</p> <p>Creates an organizational structure that groups information together</p> <p>Develops the facts, definitions, and details</p> <p>Uses linking words and phrases such as <i>also, another, and, more, but</i> to connect ideas within categories of information</p> <p>Provides a concluding paragraph or section</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces a topic in an introduction section or statement</p> <p>Uses facts and definitions to develop relevant points (at least 3-4)</p> <p>Provides a concluding section or statement</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods 	<p>Names the topic (in the title)</p> <p>Supports with some (about 3-4) facts about the topic</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • Capitalizes the pronoun I

**Third Grade
Narrative Writing**

4	3	2	1
<p>Orients the reader by establishing a situation and introducing the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally</p> <p>Uses dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events</p> <p>Uses concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>Provides a conclusion that follows from the narrated experiences or events</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Establishes a situation and introduces the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order</p> <p>Uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations</p> <p>Provides a sense of closure in a conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Establishes a situation in time and place appropriate for what is to come in the narrative in an introduction</p> <p>Recounts a well-elaborated sequence of events using temporal words to signal event order such as <i>and, but, then, next, etc.</i></p> <p>Includes details to describe actions, thoughts, and feelings</p> <p>Provides a sentence of closure in conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • use end of sentence punctuation, both periods and exclamation points 	<p>Establishes the situation with the opening sentence</p> <p>Recounts two or more appropriately sequences events</p> <p>Includes some detail regarding what happened</p> <p>Uses temporal words to signal event order (though not consistently) such as then, when, next, etc</p> <p>Provides a sense of closure in 1 to 2 sentences</p> <p>Demonstrates command of some of the conventions of standard English:</p> <ul style="list-style-type: none"> • beginning of sentence capitalization • end of sentence punctuation • use of capital letters for proper nouns • capitalizes the pronoun I

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Vertically Aligned Writing Rubrics

Fourth Grade
Opinion Writing

4	3	2	1
<p>Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose in an introduction paragraph</p> <p>Provides relevant reasoning that are supported by facts and details that may include referencing other sources of information</p> <p>Links opinions and reasons using words and phrases such as <i>consequently, specifically, etc</i></p> <p>Provides a concluding paragraph related to the opinions presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose in an introduction paragraph</p> <p>Provides relevant reasoning that are supported by facts and details that may include referencing other sources of information</p> <p>Links opinions and reasons using words and phrases such as <i>for instance, in order to, in addition</i></p> <p>Provides a concluding paragraph related to the opinions presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces the topic or text and states opinion in an introduction section or paragraph</p> <p>Creates an organizational structure that list reasons</p> <p>Provides relevant reasoning that supports each opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, therefore, since, for example,</i></p> <p>Provides a concluding section or paragraph that summarizes major points</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces the topic (referencing words from the text and the title)</p> <p>States an opinion about the topic/book and supplies relevant reasons (at least 3-4) to support the opinion</p> <p>Uses linking words to connect opinions and reasons such as because, and, also</p> <p>Provides a concluding statement in 1-3 sentences</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods

Fourth Grade
Informative/Explanatory Writing

4	3	2	1
<p>Introduces the topic clearly, provides a general observation and focus</p> <p>Groups related information in logically, which may include formatting (headings), illustrations, and multimedia</p> <p>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast, especially</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Provides a concluding statement or section related to the information or explanation presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic clearly</p> <p>Groups related information in paragraphs and sections which may include formatting (headings), illustrations, and multimedia</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic May reference outside sources of information</p> <p>Links ideas within categories of information using words and phrases such as <i>another, for example, also, because, etc</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic in an introduction paragraph or section</p> <p>Creates an organizational structure that groups information together</p> <p>Develops the facts, definitions, and details</p> <p>Uses linking words and phrases such as <i>also, another, and, more, but</i> to connect ideas within categories of information</p> <p>Provides a concluding paragraph or section</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Introduces a topic in an introduction section or statement</p> <p>Uses facts and definitions to develop relevant points (at least 3-4)</p> <p>Provides a concluding section or statement</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • all sentences end with periods

**Fourth Grade
Narrative Writing**

4	3	2	1
<p>Orients the reader by establishing a situation and introducing the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses a variety of transitional words, phrases, and clauses to manage the sequence of events</p> <p>Uses narrative techniques to develop experiences and events or show the responses of characters to situations</p> <p>Uses concrete words and phrases and sensory details to convey experiences and event precisely</p> <p>Provides a conclusion that follows from the narrated experiences of events (may emphasize closure by the use of sentence fragments)</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Orients the reader by establishing a situation and introducing the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally</p> <p>Uses dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events</p> <p>Uses concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>Provides a conclusion that follows from the narrated experiences or events</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Establishes a situation and introduces the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order</p> <p>Uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations</p> <p>Provides a sense of closure in a conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>	<p>Establishes a situation in time and place appropriate for what is to come in the narrative in an introduction</p> <p>Recounts a well-elaborated sequence of events using temporal words to signal event order such as <i>and, but, then, next, etc.</i></p> <p>Includes details to describe actions, thoughts, and feelings</p> <p>Provides a sentence of closure in conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English:</p> <ul style="list-style-type: none"> • capital letters are used in the title • pronoun I is capitalized • sentences begin with a capital • title of the book is underlined • most words are spelled correctly • beginning use of the comma and apostrophe • use end of sentence punctuation, both periods and exclamation points

La Cima Elementary Charter School
Vertically Aligned Writing Rubrics

Fifth Grade
Opinion Writing

4	3	2	1
<p>Introduces claim(s) and organizes the reasons and evidence</p> <p>Supports claim(s) with clear reasons and relevant evidence</p> <p>Uses credible sources, makes references to these sources, and demonstrates an understanding of these sources in writing</p> <p>Uses words, phrases, and clauses to clarify the relationship among claim(s) and reasons</p> <p>Begins to establish and maintain a formal style of writing</p> <p>Provides a concluding statement or section that follows the argument presented</p> <p>Demonstrates strong a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose in an introduction paragraph</p> <p>Provides relevant reasoning that are supported by facts and details that may include referencing other sources of information</p> <p>Links opinions and reasons using words and phrases such as <i>consequently, specifically, etc</i></p> <p>Provides a concluding paragraph related to the opinions presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer’s purpose in an introduction paragraph</p> <p>Provides relevant reasoning that are supported by facts and details that may include referencing other sources of information</p> <p>Links opinions and reasons using words and phrases such as <i>for instance, in order to, in addition</i></p> <p>Provides a concluding paragraph related to the opinions presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces the topic or text and states opinion in an introduction section or paragraph</p> <p>Creates an organizational structure that list reasons</p> <p>Provides relevant reasoning that supports each opinion</p> <p>Uses linking words to connect opinions and reasons such as <i>because, therefore, since, for example,</i></p> <p>Provides a concluding section or paragraph that summarizes major points</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>

Fifth Grade
Informative/Explanatory Writing

4	3	2	1
<p>Introduces a topic(s) in a well-structured introduction paragraph that sets the organization and purpose for the writing</p> <p>Organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect,</p> <p>Uses formatting, graphics, and multimedia sources when necessary to aid comprehension</p> <p>Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples</p> <p>Uses appropriate transitions to clarify relationships among ideas and concepts</p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Begins to establish and maintains a formal style of writing</p> <p>Demonstrates strong a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces the topic clearly, provides a general observation and focus</p> <p>Groups related information in logically, which may include formatting (headings), illustrations, and multimedia</p> <p>Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p> <p>Link ideas within and across categories of information using words, phrases, and clauses such as <i>in contrast, especially</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Provides a concluding statement or section related to the information or explanation presented</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic clearly</p> <p>Groups related information in paragraphs and sections which may include formatting (headings), illustrations, and multimedia</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic May reference outside sources of information</p> <p>Links ideas within categories of information using words and phrases such as <i>another, for example, also, because, etc</i></p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Introduces a topic in an introduction paragraph or section</p> <p>Creates an organizational structure that groups information together</p> <p>Develops the facts, definitions, and details</p> <p>Uses linking words and phrases such as <i>also, another, and, more, but</i> to connect ideas within categories of information</p> <p>Provides a concluding paragraph or section</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>

**Fifth Grade
Narrative Writing**

4	3	2	1
<p>Engages and orients the reader by establishing a context and introducing a narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and logically</p> <p>Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, event and/or characters</p> <p>Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another</p> <p>Uses precise words and phrases, relevant descriptive details, and sensory languages to convey experiences and events</p> <p>Provides a conclusion that follows from the narrated experience or events</p> <p>Demonstrates strong a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Orients the reader by establishing a situation and introducing the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses a variety of transitional words, phrases, and clauses to manage the sequence of events</p> <p>Uses narrative techniques to develop experiences and events or show the responses of characters to situations</p> <p>Uses concrete words and phrases and sensory details to convey experiences and event precisely</p> <p>Provides a conclusion that follows from the narrated experiences of events (may emphasize closure by the use of sentence fragments)</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Orients the reader by establishing a situation and introducing the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally</p> <p>Uses dialogue and description to develop experiences and events or show the responses of characters to situations</p> <p>Uses a variety of transitional words and phrases to manage the sequence of events</p> <p>Uses concrete words and phrases and sensory details to convey experiences and events precisely</p> <p>Provides a conclusion that follows from the narrated experiences or events</p> <p>Demonstrates a command of the conventions of standard written English as outlined by the CCSS</p>	<p>Establishes a situation and introduces the narrator and/or characters</p> <p>Organizes an event sequence that unfolds naturally and uses temporal words and phrases to signal event order</p> <p>Uses dialogue and description of characters' actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations</p> <p>Provides a sense of closure in a conclusion paragraph</p> <p>Demonstrates a growing command of the conventions of standard written English (with occasional errors that do not interfere materially with the underlying message)</p>

LA CIMA ELEMENTARY CHARTER SCHOOL 2010 – 2011 ASSESSMENT TRACKING AND REPORT CARD OVERVIEW

GENERAL OVERVIEW

PINNACLE IS OUR ASSESSMENT TRACKING SYSTEM. ALTHOUGH IT IS ALSO USED TO PREPARE OUR REPORT CARD, ITS PRIMARY PURPOSE IS TRACKING ASSESSMENT DATA AGAINST SPECIFIC BENCHMARKS OVER TIME. IT IS IMPORTANT TO KEEP IN MIND THAT OUR REPORT CARD AND DATA TRACKING TOOL WILL ONLY BE AS USEFUL AS WHAT IS ENTERED IN THIS SYSTEM.

RUBRICS AND SCORING

IN ABSENCE OF OUR SPECIFIC RUBRICS (I.E. THE RUBRICS THAT TEAMS CREATED FOR WRITING AND MATH), YOU MAY USE THE SIMPLIFIED SCORING SCALE BELOW TO DETERMINE PROFICIENCY LEVEL FOR STUDENTS.

SIMPLIFIED SCORING SCALE

TOPIC SCORE ON SCALE	DESCRIPTION OF PLACE ON SCALE
4.0	IN ADDITION TO SCORE 3.0 PERFORMANCE, IN-DEPTH INFERENCES AND APPLICATIONS THAT GO BEYOND WHAT WAS TAUGHT.
3.0	NO MAJOR ERRORS OR OMISSIONS REGARDING ANY OF THE INFORMATION AND/OR PROCESS (SIMPLE OR COMPLEX) THAT WERE EXPLICITLY TAUGHT.
2.0	NO MAJOR ERRORS OR OMISSIONS REGARDING THE SIMPLER DETAILS AND PROCESSES BUT MAJOR ERRORS OR OMISSIONS REGARDING THE MORE COMPLEX IDEAS AND PROCESSES
1.0	WITH HELP, A PARTIAL UNDERSTANDING OF SOME OF THE SIMPLER DETAILS AND PROCESSES AND SOME OF THE MORE COMPLEX IDEAS AND PROCESSES
0.0	EVEN WITH HELP, NO UNDERSTANDING OR SKILL DEMONSTRATED

REPORT CARD

THE PURPOSE OF OUR REPORT CARD IS TO SHARE SPECIFIC STRENGTHS AND AREAS OF DEVELOPMENT WITH FAMILIES. THIS PROCESS PROVIDES EACH TEAM WITH THE



OPPORTUNITY TO REFLECT ON AND ANALYZE STUDENT DATA IN ORDER TO GIVE MEANINGFUL FEEDBACK TO FAMILIES ABOUT THEIR SCHOLAR'S PERFORMANCE.

REPORT CARDS WILL BE CREATED AND GIVEN OUT WITH THE FOLLOWING IN MIND:

- BENCHMARKS - SCHOLARS SHOULD BE ASSESSED ON EACH BENCHMARK TAUGHT IN EACH SUBJECT AREA (SEE SCALE BELOW). PLEASE KEEP IN MIND THAT BENCHMARKS ASSESSED OVER A PERIOD OF TIME SHOULD INCLUDE MORE THAN ONE MEASUREMENT OF PROGRESS. FOR THE MOST PART, ALL CLASSES WITHIN A GRADE LEVEL SHOULD BE ASSESSING THE SAME BENCHMARKS FOR EACH QUARTER. PLEASE USE NARRATIVE REPORT CARD NOTES TO SHARE INFORMATION ABOUT PROGRESS OF SCHOLARS THAT ARE WORKING SKILLS OUTSIDE OF THEIR GRADE LEVEL.
- SCALE - ALL SUBJECTS SHOULD BE ASSESSED USING THE ABOVE SIMPLIFIED SCORING SCALE (RUBRIC) AGAINST THE END OF YEAR STANDARD. FOR EXAMPLE, IF ONLY PART OF THE STANDARD IS BEING ASSESSED AT ANY GIVEN TIME, STUDENTS SHOULD NOT EARN A RUBRIC SCORE OF A 3. ONLY WHEN THE ENTIRE STANDARD HAS BEEN ASSESSED AND MASTERED WOULD EARNING A 3 BE POSSIBLE.
- REPORT CARD COMMENTS - EACH SCHOLAR SHOULD HAVE A NARRATIVE COMPLETED FOR THE REPORT CARD FOR EACH MARKING PERIOD (SEE PINNACLE TRAINING NOTES FOR HOW TO ENTER THESE IN PINNACLE). THESE NOTES SHOULD GENERALLY ADDRESS THE FOLLOWING:
 - KEY AREAS OF ACADEMIC STRENGTH
 - KEY AREAS OF ACADEMIC DEVELOPMENT
 - SOCIAL/EMOTIONAL GROWTH (CONFIDENCE, WORKING WITH PEERS, FOLLOWING DIRECTION, SELF CONTROL) [NOT TO BE CONFUSED WITH BEHAVIOR]
 - SUGGESTIONS FOR HOME SUPPORT (BULLET 2 OR 3 SPECIFIC THINGS)

CLASSROOM TEACHERS ARE RESPONSIBLE FOR ENTERING GRADES FOR READING, WRITING, MATH, SCIENCE, SOCIAL STUDIES, AND HOMEWORK. THE SPANISH LANGUAGE ARTS, PHYSICAL EDUCATION, AND VISUAL ARTS TEACHERS WILL MAINTAIN AND ENTER GRADES FOR EACH CLASSROOM THROUGH THEIR OWN GRADEBOOK. THE DEAN OF STUDENTS WILL MAINTAIN AND ENTER CARE GRADES. FOR THE PURPOSES OF THE REPORT CARD, PLEASE SEE THE READING LEVEL/FLUENCY BENCHMARK RUBRIC BELOW:

READING LEVEL /FLUENCY BENCHMARK AND CORRESPONDING RUBRIC SCORE



QUARTER	RUBRIC SCORE	QUARTER 1 DRA LEVEL	QUARTER 2 DRA LEVEL	QUARTER 3 DRA LEVEL	QUARTER 4 DRA LEVEL
KINDERGARTEN (END OF YEAR BM – DRA LEVEL 3-4)	1	<<A	<A	<A	<1
	2	<A	A	1	2
	3	A	1	2	3
	4	1	2	3	4
GRADE 1 (END OF YEAR BM – DRA LEVEL 16)	1	<1	<4	<8	<12
	2	2/3	6	10	14
	3	4	8	12	16
	4	6	10	14	18
GRADE 2 (END OF YEAR BM – DRA LEVEL 28)	1	<14	<16	<20	<24
	2	16	18	22	26
	3	18	20	24	28
	4	20	22	26	30
GRADE 3 (END OF YEAR BM – DRA LEVEL 28)	1	<20	<24	<28	<30
	2	24	28	30	34
	3	28	30	34	38
	4	30	34	38	40



Assessment Calendar

Month	Assessment	Administration Date	Data Due on or Before
September	DRA 2 (Grade K-3)	August 30 th - September 9 th	September 9 th at 6pm
	Brigance Diagnostic (Grade K)	August 30 th - September 9 th	September 9 th at 6pm
	Math Diagnostic (Gr 1-3)	August 30 th - September 2 nd	September 9 th at 6pm
	Writing Diagnostic (Gr K-3)	August 30 th - September 2 nd	September 9 th at 6pm
	LABR (potential ELLs only)	September 13 th - 17 th	September 9 th at 6pm
	Terra Nova (<i>new students</i>)	September 14 th - 18 th	<i>Electronically graded</i>
October	IA #1 (ELA Math)	October 18 th - 22 nd	October 26 th at 6pm
<i>October 29 - Grade Finalized (47 days long)</i> <i>October 30 - Report Card Comments Due</i> <i>November 11th and 12th - Family Conferences</i>			
November	Running Records (K-3)	November 3 rd - 10 th	November 12 th at 6pm
	Brigance (Grade K)	November 3 rd - 10 th	November 12 th at 6pm
December	IA#2 (ELA Math)	December 13 th - 17 th	December 21 st at 6pm
January	DRA2 (K-3)	January 20 th - 28 th	January 28 th at 6pm
<i>January 19 - Grades Finalized (46 days)</i> <i>January 21 - Report Card Comments Due</i> <i>February 2nd and 4th - Family Conferences (notification of potential retention)</i>			
March	IA #3 (ELA Math)	March 14 th - 18 th	March 21 st at 6pm
April	Running Records (K-3)	March 29 th - April 5 th	April 5 th at 6pm
<i>March 30 - Grades Finalized (45 Days)</i> <i>March 31 - Report Card Comments Due</i> <i>April 6th and 8th - Family Conferences</i>			
May	NY State ELA Exam (Gr 3)	May 4 th - 6 th	TBD
	NY State Math Exam (Gr 3)	May 11 th - 13 th	TBD
	NYSESLAT	May 16 th - 24 th	TBD
June	IA #4 (ELA Math)	May 31 st - June 3 rd	June 6 th at 6pm
	DRA2	June 1 st - 10 th	June 10 th at 6pm
	Terra Nova	June 13 th - 17 th	<i>Electronically graded</i>
<i>June 10 - Grades Finalized (45 days)</i> <i>June 13 - Report Card Comments Due</i> <i>June 16th 17th 22nd and 23rd - Family Conferences</i>			



Proficiency Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Teacher:	Mattison,	Section:	Spheres Math
Grade:	4th Grade	Academic Year:	2011-2012
Report Ran On:	07/14/2012	Assessment Version:	1.0

Average

Average Score	Average Percentage	Average Performance Band
73.43	73.43%	3

Proficiency By Performance Band

Performance Band	Criterion	Number of Students	Percentage of students
1	0-34	0	0% <div style="border: 1px solid black; height: 15px; width: 100%;"></div>
2	35-64	7	32% <div style="border: 1px solid black; height: 15px; width: 100%; background-color: #f4a460; width: 32%;"></div>
3	65-84	11	50% <div style="border: 1px solid black; height: 15px; width: 100%; background-color: #f08080; width: 50%;"></div>
4	85-100	4	18% <div style="border: 1px solid black; height: 15px; width: 100%; background-color: #90ee90; width: 18%;"></div>

Proficiency Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Teacher:	Mattison,	Section:	Spheres Math
Grade:	4th Grade	Academic Year:	2011-2012
Report Ran On:	07/14/2012	Assessment Version:	1.0

Proficiency By Standards

Standards	Percentages (Number of Students)				Proficiency
	1	2	3	4	
La Cima Charter School					
MA.4.A.2 .4.A.2 - Use the symbols $<$, $>$, $=$, and $?$ (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	5%(1)	9%(2)	32%(7)	55%(12)	
MA.4.NSO.1.13 .4.N.13 - Develop an understanding of the properties of odd/even numbers as a result of multiplication	5%(1)	0%(0)	0%(0)	95%(21)	
MA.4.NSO.1.14 .4.N.14 - Use a variety of strategies to add and subtract numbers up to 10,000	18%(4)	27%(6)	32%(7)	23%(5)	
MA.4.NSO.1.15 .K.N.15 - Select appropriate computational and operational methods to solve problems.	9%(2)	41%(9)	27%(6)	23%(5)	
MA.4.NSO.1.16 .4.N.16 - Understand various meanings of multiplication and division	23%(5)	0%(0)	45%(10)	32%(7)	

Proficiency Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Teacher:	Mattison,	Section:	Spheres Math
Grade:	4th Grade	Academic Year:	2011-2012
Report Ran On:	07/14/2012	Assessment Version:	1.0

Standards	Percentages (Number of Students)				Proficiency
	1	2	3	4	
MA.4.NSO.1.17 .4.N.17 - Use multiplication and division as inverse operations to solve problems.	5%(1)	0%(0)	55%(12)	41%(9)	
MA.4.NSO.1.18 .4.N.18 - Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without grouping)	5%(1)	9%(2)	41%(9)	45%(10)	
MA.4.NSO.1.2 .4.N.2 - Read and write whole numbers to 10,000	9%(2)	0%(0)	0%(0)	91%(20)	
MA.4.NSO.1.20 .4.N.20 - Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	32%(7)	0%(0)	0%(0)	68%(15)	
MA.4.NSO.1.26 .4.N.26 - Round numbers less than 1,000 to the nearest tens and hundreds	14%(3)	0%(0)	0%(0)	86%(19)	
MA.4.NSO.1.3 .4.N.3 - Compare and order numbers to 10,000	9%(2)	0%(0)	0%(0)	91%(20)	
MA.4.NSO.1.4 .4.N.4 - Understand the place value structure of the base ten number system 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand;	27%(6)	0%(0)	32%(7)	41%(9)	

Proficiency Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Teacher:	Mattison,	Section:	Spheres Math
Grade:	4th Grade	Academic Year:	2011-2012
Report Ran On:	07/14/2012	Assessment Version:	1.0

Standards	Percentages (Number of Students)				Proficiency
	1	2	3	4	
10 thousands = 1 ten thousand MA.4.NSO.1.5 .4.N.5 - Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	9%(2)	18%(4)	23%(5)	50%(11)	

La Cima Elementary Charter School

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Item Analysis Report

Assignment:		Gr4 Math IA2				Test Date:		1/26/2012	
Section:		Multiple				Grade:		Multiple	
Academic Year:		2011-2012				Report Ran On:		07/14/2012	
Assessment Version:		1.0							
Multiple Choice		Number of students choosing							
Item #	Standards	A	B	C	D	Correct Answer	Average Points Earned	Max Points Possible	Percentage Score
1	MA.4.NSO.1.2	2	0	0	42	D	0.95	1.00	95.00%
2	MA.4.NSO.1.15	1	42	1	0	B	0.95	1.00	95.00%
3	MA.4.NSO.1.15	10	3	18	13	C	0.41	1.00	41.00%
4	MA.4.NSO.1.14	4	34	2	4	B	0.77	1.00	77.00%
5	MA.4.A.2	40	0	2	2	A	0.91	1.00	91.00%
6	MA.4.A.2	2	0	8	34	D	0.77	1.00	77.00%
7	MA.4.NSO.1.18	0	1	40	3	C	0.91	1.00	91.00%
8	MA.4.NSO.1.18	0	2	42	0	C	0.95	1.00	95.00%
9	MA.4.NSO.1.16	2	3	34	5	C	0.77	1.00	77.00%
10	MA.4.NSO.1.20	5	36	1	2	B	0.82	1.00	82.00%
11	MA.4.NSO.1.16	39	2	2	1	A	0.89	1.00	89.00%
12	MA.4.NSO.1.16	3	19	20	2	C	0.45	1.00	45.00%
13	MA.4.NSO.1.17	42	2	0	0	A	0.95	1.00	95.00%
14	MA.4.NSO.1.26	3	2	39	0	C	0.89	1.00	89.00%
15	MA.4.NSO.1.4	2	3	39	0	C	0.89	1.00	89.00%
16	MA.4.NSO.1.4	4	28	9	3	B	0.64	1.00	64.00%
17	MA.4.NSO.1.5	33	2	3	5	A	0.75	1.00	75.00%
18	MA.4.A.2	38	6	0	0	A	0.86	1.00	86.00%
19	MA.4.NSO.1.4	1	1	29	12	C	0.66	1.00	66.00%
20	MA.4.A.2	1	1	15	27	D	0.61	1.00	61.00%
21	MA.4.NSO.1.3	1	1	0	41	D	0.93	1.00	93.00%

Item Analysis Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Section:	Multiple	Grade:	Multiple
Academic Year:	2011-2012	Report Ran On:	07/14/2012
Assessment Version:	1.0		

Multiple Choice		Number of students choosing				Correct Answer	Average Points Earned	Max Points Possible	Percentage Score
Item #	Standards	A	B	C	D				
22	MA.4.NSO.1.5	1	38	1	4	B	0.86	1.00	86.00%
23	MA.4.NSO.1.13	0	1	43	0	C	0.98	1.00	98.00%

Constructive Response									
Item #	Standards	Score Distribution					Average Points Earned	Max Points Possible	Percentage Score
		Number of Students							
24	MA.4.A.2	< 1	1-2	2-3			1.18	2.00	59.00%
		0	36	8	0	0			
25	MA.4.NSO.1.17	< 1	1-2	2-3	3-4		2.25	3.00	75.00%
		0	16	1	27	0			
26	MA.4.NSO.1.14 MA.4.NSO.1.15	< 1	1-2	2-3	3-4	>= 4	2.39	4.00	59.75%
		0	20	2	7	15			
27	MA.4.NSO.1.18	< 1	1-2	2-3	3-4		2.23	3.00	74.33%
		0	13	8	23	0			
28	MA.4.NSO.1.5	< 1	1-2	2-3	3-4	>= 4	3.64	4.00	91.00%
		0	1	3	7	33			
29	MA.4.NSO.1.18	< 1	1-2	2-3	3-4		2.30	3.00	76.67%
		0	14	3	27	0			
30	MA.4.NSO.1.14	< 1	1-2	2-3	3-4		2.34	3.00	78.00%
		0	9	11	24	0			

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Item Analysis Report

Assignment:	Gr4 Math IA2	Test Date:	1/26/2012
Section:	Multiple	Grade:	Multiple
Academic Year:	2011-2012	Report Ran On:	07/14/2012
Assessment Version:	1.0		

Standard Details and Alignment

Id	Description	Item #
La Cima Charter School		
MA.4.NSO.1.2	4.N.2 - Read and write whole numbers to 10,000	1
MA.4.NSO.1.15	K.N.15 - Select appropriate computational and operational methods to solve problems.	2 , 3 , 26
MA.4.NSO.1.14	4.N.14 - Use a variety of strategies to add and subtract numbers up to 10,000	4 , 26 , 30
MA.4.A.2	4.A.2 - Use the symbols <, >, =, and ? (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)	5 , 6 , 18 , 20 , 24
MA.4.NSO.1.18	4.N.18 - Use a variety of strategies to multiply two-digit numbers by one-digit numbers (with and without grouping)	7 , 8 , 27 , 29
MA.4.NSO.1.16	4.N.16 - Understand various meanings of multiplication and division	9 , 11 , 12
MA.4.NSO.1.20	4.N.20 - Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000	10
MA.4.NSO.1.17	4.N.17 - Use multiplication and division as inverse operations to solve problems.	13 , 25
MA.4.NSO.1.26	4.N.26 - Round numbers less than 1,000 to the nearest tens and hundreds	14
MA.4.NSO.1.4	4.N.4 - Understand the place value structure of the base ten number system 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand; 10 thousands = 1 ten thousand	15 , 16 , 19
MA.4.NSO.1.5	4.N.5 - Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers	17 , 22 , 28
MA.4.NSO.1.3	4.N.3 - Compare and order numbers to 10,000	21
MA.4.NSO.1.13	4.N.13 - Develop an understanding of the properties of odd/even numbers as a result of multiplication	23

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Strand: Number Sense and Operations		
Topic: Counting		
Grade: K		
Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
4.0	<ul style="list-style-type: none"> counts a set of more than 10 objects using 1:1 correspondence with 90% accuracy 	<ul style="list-style-type: none"> Count all of the care coins in the care jar. Tell the teacher how many faces they kept on a given day.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0	<p>The student:</p> <ul style="list-style-type: none"> counts a set of up to 10 objects using 1:1 correspondence with 90% accuracy. Must state the last number when done counting. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student can count care a designated set of care coins.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ performs basic processes, such as: <ul style="list-style-type: none"> ○ counts a set of objects less than 10 using 1:1 correspondence ○ counts of set of 10 objects but is inconsistent application of 1:1 correspondence (<90% accuracy) <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Given a set of manipulatives, a student counts out the number of objects on a number card.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
0.0	Even with help, no understanding or skill demonstrated.	

Excerpt of Grade 4 Math Data

7/14/2012

						BIG GOAL			MUST HAVE GOAL			NYS Math (11-12)		Mock Math #1 (Sept)		Mock Math #2 (Dec)		Mock Math #3 (Mar)		IA #1 (Nov)		IA #2 (Jan)	
Class	3 YR	IEP	ELL	Int.	Student	Big Goal Level	Big Goal % Min	Big Goal Range	Must Goal Level	Must Goal % Min	Must Goal Range	Level	%	Level	%	Level	%	Level	%	%	%		
						4	98%	4H	4	98%	4H			4	91%	3	69%	3	76%		81%	73%	
						4	98%	4H	4	91%	4M			NA	NA	3	63%	3	75%		92%	80%	
						4	91%	4M	4	91%	4M			4	89%	4	86%	4	88%		95%	100%	
						4	86%	4L	4	86%	4L			3	82%	4	86%	3	73%		95%	98%	
						4	86%	4L	4	86%	4L			3	82%	3	80%	3	77%		89%	89%	
						4	86%	4L	3	80%	3H			3	80%	3	69%	2	49%		78%	84%	
						4	86%	4L	3	80%	3H			3	80%	3	69%	2	62%		84%	82%	
						4	86%	4L	3	80%	3H			3	82%	3	66%	3	74%		81%	96%	
						3	80%	3H	3	80%	3H			3	68%	2	60%	3	75%		89%	80%	
						4	86%	4L	3	80%	3H			3	80%	3	74%	3	76%		84%	93%	
						3	70%	3M	3	70%	3M			2	59%	2	57%	2	53%		76%	80%	
						3	70%	3M	3	70%	3M			NA	NA	2	0.49	2	55%		73%	71%	
						3	70%	3M	3	70%	3M			2	55%	2	54%	2	56%		68%	56%	
						3	80%	3H	3	70%	3M			3	68%	3	63%	2	57%		73%	82%	
						3	80%	3H	3	70%	3M			3	68%	3	63%	2	58%		78%	76%	
						3	80%	3H	3	70%	3M			3	64%	3	63%	2	59%		78%	93%	
						3	80%	3H	3	70%	3M			3	68%	3	71%	2	60%		81%	89%	

Excerpt of Grade 4 Math Data

7/14/2012

						BIG GOAL	MUST HAVE GOAL	NYS Math (11-12)		Mock Math #1 (Sept)	Mock Math #2 (Dec)	Mock Math #3 (Mar)		IA #1 (Nov)	IA #2 (Jan)
--	--	--	--	--	--	-----------------	-----------------------	---------------------	--	------------------------	-----------------------	-----------------------	--	----------------	----------------

Excerpt of Grade 4 Math Data

7/14/2012

Spring Break
x
x
x
x
x
x
x

Excerpt of Grade 4 Math Data

7/14/2012



APPENDIX T: FINANCIAL STATEMENTS

LA CIMA CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2009

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

We have audited the accompanying statement of financial position of La Cima Charter School (the "School") (a not-for-profit corporation) as of June 30, 2009 and the related statement of activities, and cash flows for the period from January 15, 2008 (inception) to June 30, 2009. These financial statements are the responsibility of the School's management. 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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2009 and the changes in its net assets and its cash flows for the period from January 15, 2008 (inception) to June 30, 2009, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 29, 2009 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2009

LA CIMA CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2009

ASSETS	
Current assets:	
Cash and cash equivalents	\$ 506,893
Grants receivable	33,984
Prepaid expenses and other current assets	7,878
Total current assets	548,755
Other assets:	
Property and equipment, net of accumulated depreciation of \$15,251	125,316
Restricted cash	75,000
Total other assets	200,316
TOTAL ASSETS	\$ 749,071
LIABILITIES AND UNRESTRICTED NET ASSETS	
Current liabilities:	
Accounts payable and accrued expenses	\$ 77,681
Accrued payroll	47,100
Deferred revenue	7,906
Total current liabilities	132,687
Unrestricted net assets	616,384
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 749,071

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENT OF ACTIVITY
FOR THE PERIOD FROM JANUARY 15, 2008 (INCEPTION)
TO JUNE 30, 2009

Revenue and support:	
State and local per pupil operating revenue	\$ 1,815,887
Federal grants	207,789
State and city grants	200,812
Contributions and grants	10,240
Other income	134
Total revenue and support	<u>2,234,862</u>
Expenses:	
Program services	1,271,318
Management and general	347,160
Total expenses	<u>1,618,478</u>
Change in unrestricted net assets	616,384
Unrestricted net assets - beginning of period	<u>-</u>
Unrestricted net assets - end of period	<u>\$ 616,384</u>

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE PERIOD FROM JANUARY 15, 2008 (INCEPTION)
TO JUNE 30, 2009

CASH FLOWS FROM OPERATING ACTIVITIES:	
Increase in unrestricted net assets	\$ 616,384
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:	
Depreciation	15,251
Changes in certain assets and liabilities:	
(Increase) in grants receivable	(33,984)
(Increase) in prepaid expenses and other current assets	(7,878)
(Increase) in restricted cash	(75,000)
Increase in accounts payable and accrued expenses	77,681
Increase in accrued payroll	47,100
Increase in deferred revenue	7,906
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>647,460</u>
CASH FLOWS FROM INVESTING ACTIVITY:	
Purchase of property and equipment	<u>(140,567)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	506,893
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	<u>-</u>
CASH AND CASH EQUIVALENTS - END OF PERIOD	<u><u>\$ 506,893</u></u>

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

La Cima Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School will prepare kindergarten to fifth grade students to thrive in competitive high schools and four year colleges. The School will provide the children of Brooklyn with a rigorous academic program and a school community built on the School's core values of La Cima Charter School . Classes commenced in Bedford-Stuyvesant, Brooklyn, New York, in August 2008 and the School provided education to approximately 133 students in kindergarten and first grades in the 2008-2009 academic year.

The School shares space with a New York City public school beginning in August 2008. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the school's programs that take place outside the district's school day.

Food and Transportation Services

The New York City Department of Education provides free lunches and reduced-price lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to the free lunches. The Office of Pupil Transportation provides free transportation to the majority of students during the district's school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii).

Basis of Presentation

Financial statement presentation follows the requirements of Statement of Financial Accounting Standards ("SFAS") No. 117, "Financial Statements of Not-For-Profit Organizations." Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The net assets classifications are described as follows:

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)

Basis of Presentation (continued)

Unrestricted

Unrestricted net assets of the School are assets whose use has not been restricted by an outside donor or by law. The unrestricted net assets represent the portion of expendable funds that are available for the support of the operations of the School.

Temporarily Restricted

Temporarily restricted net assets are used to differentiate resources, the use of which is restricted by donors or grantors to a specific time or period or for a specific purpose. Temporarily restricted gifts are recorded as additions to temporarily restricted net assets in the period received. When restricted net assets are expended for their stipulated purpose, temporarily restricted net assets become unrestricted net assets and are reported in the statements of activities as net assets released from restrictions.

Permanently Restricted

Permanently restricted net assets are those contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled or otherwise removed by actions of the School. The income derived from these permanently restricted funds is usually classified as unrestricted and can be used for the general purpose of the School.

The School has no temporarily or permanently restricted net assets at June 30, 2009.

Revenue and support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the Statement of Cash Flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	5 years
Furniture and Fixtures	7 years
Software	3 years

Deferred Revenue

The school records certain government operating revenue as deferred revenue until related services are performed, at which time they are recognized as revenue.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

RECENT ACCOUNTING PRONOUNCEMENTS

In July 2006, the Financial Accounting Standards Board (the "FASB") issued FASB Interpretation No. 48, *Accounting for Uncertainty in Income Taxes* - an interpretation of FASB Statement No. 109 ("FIN 48"). FIN 48 prescribes 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. If there are changes in net assets as a result of application of FIN 48, these will be accounted for as an adjustment to the opening balance of net assets. Additional disclosures about the amounts of such liabilities will also be required. In 2008, the FASB delayed the effective date of FIN 48 for certain nonpublic enterprises to annual financial statements for fiscal years beginning after December 15, 2008. The School will be required to adapt FIN 48 in its June 30, 2010 financial statements. The adoption of FIN 48 is not expected to have a material impact on the School's financial position, results of operations or cash flows.

NOTE 2 - GRANTS RECEIVABLE

Grants receivable consists of federal, state, and city entitlements. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Computer equipment	\$ 65,647
Furniture and Fixtures	23,235
Software	5,185
Leasehold improvements	<u>46,500</u>
	140,567
Less accumulated depreciation	<u>15,251</u>
	<u>\$125,316</u>

Depreciation expense was \$15,251 for the period January 15, 2008 (inception) to June 30, 2009.

NOTE 4 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expenses includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - PENSION PLAN

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under this plan the school can elect to contribute an amount equal to at least 3% of the participant's annual compensation. In addition, the School can also elect to make a discretionary contribution to the employees who are eligible, not to exceed 4% of their annual compensation. For the period of January 15, 2008 (inception) to June 30, 2009 the school did not contribute to the employees benefit plan.

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INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

Our report on our audit of the basic financial statements of La Cima Charter School (a not-for-profit corporation) for the period from January 15, 2008 (inception) to June 30, 2009 appears on page 1. We conducted our audit in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2009

LA CIMA CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE PERIOD FROM JANUARY 15, 2008 (INCEPTION) TO JUNE 30, 2009

	Program Services			Total Program Services	Supporting Services	
	Regular Education	Special Education			Management and General	Total
Salaries and wages	\$ 708,032	\$ 30,294	\$	738,326	\$ 135,752	\$ 874,078
Employee benefits and payroll taxes	105,666	4,566		110,232	20,219	130,451
Professional services	39,301	2,068		41,369	116,968	158,337
Non-capitalized furniture and equipment	28,908	1,521		30,429	6,050	36,479
Leased equipment	3,281	205		3,486	615	4,101
Supplies and materials	30,482	1,604		32,086	20,941	53,027
Professional development	29,446	1,749		31,195	27,934	59,129
Travel and conferences	14,253	756		15,009	117	15,126
Insurance	11,402	713		12,115	2,138	14,253
Postage, printing and copying	2,592	162		2,754	487	3,241
Technology	28,154	1,760		29,914	5,279	35,193
Food	15,274	826		16,100	420	16,520
Curriculum and classroom	170,326	8,965		179,291	-	179,291
Teacher and student recruitment	9,306	582		9,888	1,745	11,633
Maintenance and repairs	5,798	362		6,160	1,088	7,248
Depreciation	12,201	763		12,964	2,287	15,251
Miscellaneous	-	-		-	5,120	5,120
	<u>\$ 1,214,422</u>	<u>\$ 56,896</u>	<u>\$</u>	<u>\$ 1,271,318</u>	<u>\$ 347,160</u>	<u>\$ 1,618,478</u>

The accompanying notes are an integral part of the financial statements.

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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*

TO THE BOARD OF TRUSTEES OF
LA CIMA CHARTER SCHOOL

We have audited the financial statements of La Cima Charter School (“the School”) as of and for the period from January 15, 2008 (inception) to June 30, 2009, and have issued our report thereon dated September 29, 2009. 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.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

A control deficiency 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 misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School’s ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles, such that there is more than a remote likelihood that a misstatement of the School’s financial statements that is more than inconsequential will not be prevented or detected by the School’s internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School’s internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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TO THE BOARD OF TRUSTEES OF
LA CIMA CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether La Cima Charter School 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to the management of the School in a separate letter dated September 29, 2009.

This report is intended solely for the information and use of management, the audit committee, Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
September 29, 2009

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

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INDEPENDENT AUDITORS' REPORT

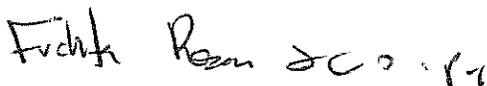
TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

We have audited the accompanying statements of financial position of La Cima Charter School (the "School") (a not-for-profit corporation) as of June 30, 2010 and 2009, and the related statements of activities, and cash flows for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits 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 audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2010 and 2009 and the changes in its net assets and its cash flows for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2010 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.



FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2010

LA CIMA CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2010	2009
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 449,191	\$ 506,893
Grants and contracts receivable	101,455	33,984
Prepaid expenses and other current assets	21,382	7,878
Total current assets	572,028	548,755
Other assets:		
Investments	500,585	-
Property and equipment, net of accumulated depreciation and amortization of \$51,927 and \$15,251, respectively	278,188	125,316
Restricted cash	75,000	75,000
Total other assets	853,773	200,316
TOTAL ASSETS	\$ 1,425,801	\$ 749,071
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 85,049	\$ 77,681
Accrued payroll and payroll taxes	107,116	47,100
Refundable advances	12,152	7,906
Total current liabilities	204,317	132,687
Unrestricted net assets	1,221,484	616,384
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 1,425,801	\$ 749,071

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENTS OF ACTIVITIES

	<u>For the year ended June 30, 2010</u>	<u>From January 15, 2008 (Inception) to June 30, 2009</u>
Operating Revenue and support:		
State and local per pupil operating revenue	\$ 2,582,299	\$ 1,815,887
Federal grants	313,597	207,789
State and city grants	194,912	200,812
Contributions and grants	4,515	10,240
Investment income	3,183	-
Miscellaneous income	-	134
Total operating revenue and support	<u>3,098,506</u>	<u>2,234,862</u>
Expenses:		
Program expenses:		
Regular education	1,946,430	1,214,422
Special education	105,675	56,896
Total programs services	<u>2,052,105</u>	<u>1,271,318</u>
Supporting services:		
Management and general	416,345	347,160
Fundraising	22,666	-
Total expenses	<u>2,491,116</u>	<u>1,618,478</u>
Surplus from operations	607,390	616,384
Other expense:		
Loss on disposal of fixed assets	<u>(2,290)</u>	<u>-</u>
Changes in unrestricted net assets	<u>605,100</u>	<u>616,384</u>
Unrestricted net assets - beginning of period	<u>616,384</u>	<u>-</u>
Unrestricted net assets - end of period	<u>\$ 1,221,484</u>	<u>\$ 616,384</u>

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENTS OF CASH FLOWS

	<u>For the year ended June 30, 2010</u>	<u>From January 15, 2008 (Inception) to June 30, 2009</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Increase in unrestricted net assets	\$ 605,100	\$ 616,384
Adjustments to reconcile increase in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	37,345	15,251
Unrealized gain on investments	(585)	-
Loss on disposal of fixed assets	2,290	-
Changes in certain assets and liabilities:		
(Increase) in grants and contracts receivable	(67,471)	(33,984)
(Increase) in prepaid expenses and other current assets	(13,504)	(7,878)
Increase in accounts payable and accrued expenses	7,368	77,681
Increase in accrued payroll and payroll taxes	60,016	47,100
Increase in refundable advance	4,246	7,906
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>634,805</u>	<u>722,460</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(192,507)	(140,567)
Purchase of investments	(500,000)	-
(Increase) in restricted cash	-	(75,000)
NET CASH (USED IN) INVESTING ACTIVITIES	<u>(692,507)</u>	<u>(215,567)</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(57,702)	506,893
CASH AND CASH EQUIVALENTS - BEGINNING OF PERIOD	<u>506,893</u>	<u>-</u>
CASH AND CASH EQUIVALENTS - END OF PERIOD	<u>\$ 449,191</u>	<u>\$ 506,893</u>

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

La Cima Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School will prepare kindergarten to fifth grade students to thrive in competitive high schools and four year colleges. The School will provide the children of Brooklyn with a rigorous academic program and a school community built on the School's core values of La Cima Charter School. Classes commenced in Bedford-Stuyvesant, Brooklyn, New York, in August 2008 and the School provided education to approximately 200 students in kindergarten through third grades in the 2009-2010 academic year.

The School shares space with a New York City public school. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the school's programs that take place outside the district's school day.

Food and Transportation Services

The New York City Department of Education provides free lunches and reduced-price lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to the free lunches. The Office of Pupil Transportation provides free transportation to the majority of students during the district's school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b) (1) (A) (ii).

Basis of Presentation

Financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") 958-205. Under ASC 958-205, the School is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. The net assets classifications are described as follows:

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation (continued)

Unrestricted

Unrestricted net assets of the School are assets whose use has not been restricted by an outside donor or by law. The unrestricted net assets represent the portion of expendable funds that are available for the support of the operations of the School.

Temporarily Restricted

Temporarily restricted net assets are used to differentiate resources, the use of which is restricted by donors or grantors to a specific time or period or for a specific purpose. Temporarily restricted gifts are recorded as additions to temporarily restricted net assets in the period received. When restricted net assets are expended for their stipulated purpose, temporarily restricted net assets become unrestricted net assets and are reported in the statements of activities as net assets released from restrictions.

Permanently Restricted

Permanently restricted net assets are those contributions and other inflows of assets whose use by the School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled or otherwise removed by actions of the School. The income derived from these permanently restricted funds is usually classified as unrestricted and can be used for the general purpose of the School.

The School has no temporarily or permanently restricted net assets at June 30, 2010 and 2009.

Revenue and support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the Statement of Cash Flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Credit and Market Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

The School also invests some of its funds in professionally managed portfolios containing various types of fixed income securities and a limited partnership. Such investments are exposed to market and credit risks. As a result, the investment balances reported in the accompanying financial statements may not be reflective of the portfolio's value during subsequent periods.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Leasehold Improvements	15 years
Furniture and Fixtures	7 years
Computer Equipment	5 years
Software	3 years

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Refundable Advances

The school records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Recent Accounting Pronouncements

In June 2009, the FASB Accounting Standards Codification ("ASC") 105, *Generally Accepted Accounting Principles*, which establishes the FASB Accounting Standards Codification as the sole source of authoritative, generally accepted accounting principles. Pursuant to the provisions of FASB ASC 105, the organization has updated references to GAAP in its financial statements issued for the year ended June 30, 2010. The adoption of FASB ASC 105 did not impact the School's financial position or results of operations.

The School adopted the provisions of ASC 740-10, *Income Taxes*, as of July 1, 2009. This standard clarifies the accounting for uncertainty in income taxes recognized in an organization's financial statements and prescribes a recognition threshold and measurement standard for the financial statements recognition and measurement of income tax positions taken or expected to be taken in a tax return. The School has reviewed its tax position for open tax years and has concluded that the adoption of this standard did not have an impact on the financial statements of the School.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consists of federal, state, and city entitlements. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30,

	<u>2010</u>	<u>2009</u>
Leasehold Improvements	\$180,000	\$46,500
Furniture and Fixtures	55,923	23,235
Computer Equipment	76,470	65,647
Software	<u>17,722</u>	<u>5,185</u>
	330,115	140,567
Less: Accumulated depreciation and amortization	<u>(51,927)</u>	<u>(15,251)</u>
Total	<u>\$278,188</u>	<u>\$125,316</u>

During the year ended June 30, 2010, the School disposed of three laptops resulting in a \$2,290 loss.

Depreciation and amortization expense was \$37,345 and \$15,251 for the year ended June 30, 2010 and for the period January 15, 2008 (inception) to June 30, 2010, respectively.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 4 - INVESTMENTS

Investments held by the School at June 30, 2010 are summarized as follows:

	<u>Cost Basis</u>	<u>Market Value</u>
Fixed income mutual funds	\$ 400,000	\$ 406,762
Limited partnership	<u>100,000</u>	<u>93,823</u>
Total	<u>\$ 500,000</u>	<u>\$ 500,585</u>

Investment income at June 30, 2010 consisted of:

Interest and dividends	\$ 2,598
Net unrealized gain	<u>585</u>
Net investment income	<u>\$ 3,183</u>

NOTE 5 - FAIR VALUE MEASUREMENTS

FASB ASC 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. The framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurement) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of fair value hierarchy under FASB ASC 820-10 are described as follows:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the plan has the ability to access.
- Level 2 – Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly including inputs in markets that are not considered to be active.
- Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 5 - FAIR VALUE MEASUREMENTS (Continued)

The following table presents the balance of Investments measured at fair value on a recurring basis by level within the hierarchy at June 30, 2010.

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>
Fixed income mutual funds	\$ 406,762	\$ -	\$ -
Limited partnership.	<u>-</u>	<u>-</u>	<u>93,823</u>
Total	<u>\$ 406,762</u>	<u>\$ -</u>	<u>\$ 93,823</u>

A reconciliation of Level 3 investments for the year ended June 30, 2010 is as follows:

Balance at June 30, 2009	\$ -
Capital contributions	100,000
Unrealized loss	<u>(6,177)</u>
Balance at June 30, 2010	<u>\$ 93,823</u>

The fair value of the limited partnership investment is determined by the School's management based upon net asset value as provided by the limited partnership's managers or general partners.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - COMMITMENTS

The School leases office equipment under an operating lease that commenced on June 22, 2009 for a period of 36 months. The monthly installments are \$200. As of June 30, 2010, the future minimum obligation under this lease is as follows:

For the year ended June 30, 2011	\$ 2,400
2012	<u>2,400</u>
	<u>\$ 4,800</u>

NOTE 8 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2010

NOTE 9 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expenses includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 10 - PENSION PLAN

The School maintains a pension plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under this plan the school can elect to contribute an amount equal to at least 3% of the participant's annual compensation. In addition, the School can also elect to make a discretionary contribution to the employees who are eligible, not to exceed 4% of their annual compensation. For the year ended June 30, 2010, the amount charged to operations for fees and matching contributions to this plan amounted to \$22,014. For the period from January 15, 2008 (inception) to June 30, 2009 the school did not contribute to the employees' benefit plan.

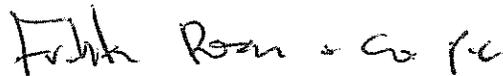
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INDEPENDENT AUDITORS' REPORT
ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

Our report on our audits of the basic financial statements of La Cima Charter School (a not-for-profit corporation) for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009 appears on page 1. We conducted our audits in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.



FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2010

LA CIMA CHARTER SCHOOL
SCHEDULES OF FUNCTIONAL EXPENSES

For the year ended June 30, 2010

	Program Services			Supporting Services			From January 15, 2008 (Inception) to June 30, 2009	
	Regular Education	Special Education	Total Program Services	Management and General		Fundraising		Total
				General				
Salaries and wages	\$ 1,176,662	\$ 24,800	\$ 1,201,462	\$ 286,655	\$ 18,500	\$ 1,506,617	\$ 874,078	
Employee benefits and payroll taxes	247,671	5,220	252,891	60,338	3,894	317,123	130,451	
Professional services	15,387	41,369	56,756	33,809	-	90,565	158,337	
Leased equipment	3,419	256	3,675	599	-	4,274	4,101	
Non-capitalized furniture and equipment	23,331	1,502	24,833	200	8	25,041	36,479	
Curriculum and classroom	201,379	12,854	214,233	-	-	214,233	179,291	
Supplies and materials	33,888	2,322	36,210	2,317	178	38,705	53,027	
Professional development	26,250	1,799	28,049	7,319	-	35,368	61,930	
Travel and conferences	36,718	2,542	39,260	3,102	-	42,362	15,126	
Student and staff recruitment	42,389	2,825	45,214	1,871	-	47,085	11,633	
Insurance	21,154	1,587	22,741	3,702	-	26,443	14,253	
Postage, printing and copying	6,867	515	7,382	1,115	86	8,583	3,241	
Technology	40,714	3,054	43,768	7,125	-	50,893	35,193	
Student meals	23,306	1,488	24,794	-	-	24,794	13,719	
Maintenance and repairs	16,934	1,270	18,204	2,963	-	21,167	7,248	
Depreciation and amortization	29,876	2,241	32,117	5,228	-	37,345	15,251	
Miscellaneous	485	31	516	2	-	518	5,120	
	<u>\$ 1,946,430</u>	<u>\$ 105,675</u>	<u>\$ 2,052,105</u>	<u>\$ 416,345</u>	<u>\$ 22,666</u>	<u>\$ 2,491,116</u>	<u>\$ 1,618,478</u>	

The accompanying notes are an integral part of the financial statements.

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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*

TO THE BOARD OF TRUSTEES OF
LA CIMA CHARTER SCHOOL

We have audited the financial statements of La Cima Charter School (“the School”) as of and for the period from January 15, 2008 (inception) to June 30, 2009, and have issued our report thereon dated October 19, 2010. 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.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

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 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.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES OF
LA CIMA CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether La Cima Charter School 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to the management of the School in a separate letter dated October 19, 2010.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of New York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.



FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2010

LA CIMA CHARTER SCHOOL

FINANCIAL STATEMENTS

JUNE 30, 2011 AND 2010

LA CIMA CHARTER SCHOOL
FINANCIAL STATEMENTS
JUNE 30, 2011 AND 2010

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

We have audited the accompanying statements of financial position of La Cima Charter School (the "School") (a not-for-profit corporation) as of June 30, 2011 and 2010, and the related statements of activities, and cash flows for the years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits. The prior period's summarized comparative information has been derived from the School's 2010 financial statements, and in our report dated October 19, 2010 we expressed an unqualified opinion on those financial statements.

We conducted our audits 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 audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2011 and 2010 and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2011 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2011

LA CIMA CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2011	2010
ASSETS		
Current assets:		
Cash and cash equivalents	\$ 547,346	\$ 449,191
Grants and contracts receivable	56,945	101,455
Prepaid expenses and other current assets	24,283	21,382
Total current assets	628,574	572,028
Other assets:		
Investments	1,023,833	500,585
Property and equipment, net of accumulated depreciation and amortization of \$106,732 and \$51,927, respectively	364,782	278,188
Restricted cash	75,005	75,000
Total other assets	1,463,620	853,773
TOTAL ASSETS	\$ 2,092,194	\$ 1,425,801
 LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	\$ 65,141	\$ 85,049
Accrued payroll and payroll taxes	187,490	107,116
Refundable advances	45,360	12,152
Total current liabilities	297,991	204,317
Unrestricted net assets	1,794,203	1,221,484
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	\$ 2,092,194	\$ 1,425,801

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	<u>2011</u>	<u>2010</u>
Revenue and support:		
State and local per pupil operating revenue	\$ 3,505,745	\$ 2,582,299
Federal grants	266,975	313,597
State and city grants	43,573	194,912
Contributions and private grants	7,622	4,515
After school revenue	18,452	-
Investment income, net	15,800	3,183
	<hr/>	<hr/>
Total revenue and support	3,858,167	3,098,506
Expenses:		
Program services		
Regular education	2,456,024	1,946,430
Special education	346,805	105,675
After school program	19,466	-
Total programs services	<hr/> 2,822,295	<hr/> 2,052,105
Supporting services		
Management and general	447,191	418,635
Fundraising	15,962	22,666
	<hr/>	<hr/>
Total expenses	3,285,448	2,493,406
Changes in unrestricted net assets	572,719	605,100
Unrestricted net assets - beginning of year	<hr/> 1,221,484	<hr/> 616,384
Unrestricted net assets - end of year	<hr/> <u>\$ 1,794,203</u>	<hr/> <u>\$ 1,221,484</u>

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2011	2010
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	\$ 572,719	\$ 605,100
Adjustments to reconcile changes in unrestricted net assets to net cash provided by operating activities:		
Depreciation and amortization	54,805	37,345
Loss on disposal of equipment	-	2,290
Realized (loss) on investments	1,921	6,177
Unrealized gain on investments	(17,071)	(6,762)
Changes in certain assets and liabilities:		
Decrease (Increase) in grants and contracts receivable	44,510	(67,471)
(Increase) in prepaid expenses and other current assets	(2,901)	(13,504)
(Decrease) Increase in accounts payable and accrued expenses	(19,908)	7,368
Increase in accrued payroll and payroll taxes	80,374	60,016
Increase in refundable advances	33,208	4,246
	747,657	634,805
NET CASH PROVIDED BY OPERATING ACTIVITIES		
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of property and equipment	(141,399)	(192,507)
Purchase of investments	(600,000)	(500,000)
Proceeds from sale of investment	91,902	-
(Increase) in restricted cash	(5)	-
	(649,502)	(692,507)
NET CASH (USED IN) INVESTING ACTIVITIES		
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	98,155	(57,702)
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	449,191	506,893
CASH AND CASH EQUIVALENTS - END OF YEAR	\$ 547,346	\$ 449,191

The accompanying notes are an integral part of the financial statements.

LA CIMA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

La Cima Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on January 15, 2008 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on January 15, 2008 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School's mission is to prepare students for academic and life-long success through a rigorous and relevant academic program. The School's vision is to develop scholars who have the intellectual capacity, the emotional strength of character and the social capital to be individually successful, and to act as effective change-makers in their communities. Classes commenced in Bedford-Stuyvesant, Brooklyn, New York, in August 2008 and the School provided education to approximately 251 students in grades kindergarten through third during the 2010-2011 academic year.

The School shares space with a New York City public school. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than security related to the School's programs that take place outside the district's school day.

Food and Transportation Services

The New York City Department of Education provides free lunches and reduced-price lunches and transportation directly to some of the School's students. Such costs are not included in these financial statements. The School covers the unreimbursed cost of lunches for children not entitled to the free lunches. The Office of Pupil Transportation provides free transportation to the majority of students during the district's school days.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School did not have net unrelated business income for the years ended June 30, 2011 and 2010.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

LA CIMA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT
ACCOUNTING POLICIES (Continued)

Basis of Presentation (Continued)

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

As of June 30, 2011 and 2010, the School had no temporarily or permanently restricted net assets.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value at the date of donation.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

LA CIMA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

For the purpose of the statements of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

The School also invests some of its funds in professionally managed portfolios containing various types of fixed income securities and a limited partnership. Such investments are exposed to market and credit risks. As a result, the investment balances reported in the accompanying financial statements may not be reflective of the portfolio's value during subsequent periods.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. All property and equipment purchased with government funding, whereas the government agency retains legal title to the long lived asset is expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Furniture and fixtures	7 years
Computers and equipment	5 years
Software	3 years
Leasehold improvements	15 years

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Reclassifications

Certain 2010 accounts have been reclassified to the 2011 Financial Statements presentation. The reclassification has no effect on 2010 total assets, liabilities, net assets, and change in net assets.

LA CIMA CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2011

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consists of federal, state, and city entitlements. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30,:

	2011	2010
Furniture and fixture	\$ 72,434	\$ 55,923
Computers and equipment	164,348	76,470
Software	31,548	17,722
Leasehold improvements	203,184	180,000
	471,514	330,115
Less: Accumulated depreciation and amortization	106,732	51,927
	\$ 364,782	\$ 278,188

Depreciation and amortization expense was \$54,805 and \$37,345 for the years ended June 30, 2011 and 2010, respectively. During the year ended June 30, 2010, the School disposed of three laptops resulting in a loss of \$2,290.

NOTE 4 - INVESTMENTS

Investments held by the School consisted of the following at June 30,:

	2011	
	Cost Basis	Market Value
Unrestricted:		
Fixed income mutual funds	\$ 1,000,000	\$ 1,023,833
	2010	
	Cost Basis	Market Value
Unrestricted:		
Fixed income mutual funds	\$ 400,000	\$ 406,762
Limited partnership	100,000	93,823
	\$ 500,000	\$ 500,585

LA CIMA CHARTER SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2011

NOTE 4 - INVESTMENTS (Continued)

The following schedule summarizes investment income for the years ended June 30,:

	2011	2010
Interest and dividend income	\$ 650	\$ 2,598
Realized (loss)	(1,921)	(6,177)
Unrealized gain	17,071	6,762
	\$ 15,800	\$ 3,183

NOTE 5 - FAIR VALUE MEASUREMENTS

FASB ASC 820-10, *Fair Value Measurements*, establishes a framework for measuring fair value. The framework provides a fair value hierarchy that prioritizes the inputs to valuation techniques used to measure fair value. The hierarchy gives the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (level 1 measurement) and the lowest priority to unobservable inputs (level 3 measurements). The three levels of fair value hierarchy under FASB ASC 820-10 are described as follows:

- Level 1 – Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that the plan has the ability to access.
- Level 2 – Inputs other than quoted prices included in level 1 that are observable for the asset or liability, either directly or indirectly including inputs in markets that are not considered to be active.
- Level 3 – Inputs to the valuation methodology are unobservable and significant to the fair value measurement.

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs.

The following tables set forth by level, within the fair value hierarchy, the School's investments at June 30,:

	2011			
	Level 1	Level 2	Level 3	Total
Unrestricted:				
Fixed income mutual funds	\$1,023,833	\$ -	\$ -	\$1,023,833

LA CIMA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 5 - FAIR VALUE MEASUREMENTS (Continued)

	2010			Total
	Level 1	Level 2	Level 3	
Unrestricted:				
Fixed income mutual funds	\$ 406,762	\$ -	\$ -	\$ 406,762
Limited partnership	<u>-</u>	<u>-</u>	<u>93,823</u>	<u>93,823</u>
	<u>\$ 406,762</u>	<u>\$ -</u>	<u>\$ 93,823</u>	<u>\$ 500,585</u>

The following schedule reconciles Level 3 investment for the years ended June 30,:

	2011	2010
Beginning balance	\$ 93,823	\$ -
Capital (distribution)/contribution	(91,902)	100,000
Realized (loss)	<u>(1,921)</u>	<u>(6,177)</u>
Ending balance	<u>\$ -</u>	<u>\$ 93,823</u>

The fair value of the limited partnership investment is determined by the School's management based upon net asset value as provided by the limited partnership's managers or general partners.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - COMMITMENTS

The School leases office equipment under an operating lease that commenced on June 22, 2009 for a period of 36 months. The monthly installments are \$200. As of June 30, 2011, the future minimum obligation under this lease is \$2,400 for the year ending June 30, 2012.

NOTE 8 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

LA CIMA CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2011

NOTE 9 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expenses includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 10 - RETIREMENT PLAN

The School maintains a retirement plan qualified under Internal Revenue Code 401(k) for the benefit of its eligible employees. Under this plan the School can elect to contribute an amount equal to at least 3% of the participant's annual compensation. In addition, the School can also elect to make a discretionary contribution to the employees who are eligible, not to exceed 4% of their annual compensation. Employer match for the years ended June 30, 2011 and 2010, amounted to \$27,526 and \$19,264, respectively.

NOTE 11 - SUBSEQUENT EVENTS

In preparing these financial statements, the School has evaluated events and transactions for potential recognition or disclosure through October 19, 2011, the date the financial statements were available to be issued.

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INDEPENDENT AUDITORS' REPORT
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

Our report on our audits of the basic financial statements of La Cima Charter School (a not-for-profit corporation) for the years ended June 30, 2011 and 2010 appears on page 1. We conducted our audits in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2011

LA CIMA CHARTER SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

2011

	Program Services			Supporting Services			Total	2010
	Regular Education	Special Education	After School Program	Total Program Services	Management and General	Fundraising		
Salaries and wages	\$ 1,634,278	\$ 241,188	\$ -	\$ 1,875,466	\$ 300,550	\$ 9,767	\$ 2,185,783	\$ 1,506,617
Payroll taxes and employee benefits	344,864	50,895	-	395,759	63,421	2,061	461,241	317,123
Professional development	53,807	4,798	-	58,605	22,951	-	81,556	35,368
Legal fees	-	-	-	-	2,041	-	2,041	-
Audit fees	-	-	-	-	18,200	-	18,200	18,415
Financial management services	-	-	-	-	14,058	-	14,058	9,848
Professional fees - other	43,895	16,469	-	60,364	4,645	1,750	66,759	62,302
Student and staff recruitment	11,218	1,000	-	12,218	666	-	12,884	47,085
Curriculum and classroom expenses	142,032	11,651	19,466	173,149	-	-	173,149	214,233
Supplies and materials	42,758	3,722	-	46,480	1,999	182	48,661	38,705
Student meals	21,050	1,727	-	22,777	-	-	22,777	24,794
Student transportation	19,196	1,575	-	20,771	-	-	20,771	20,200
Travel and conferences	15,163	1,159	-	16,322	-	-	16,322	22,162
Postage, printing, and copying	5,233	523	-	5,756	722	65	6,543	8,583
Insurance	7,533	753	-	8,286	1,130	-	9,416	26,443
Information technology	48,404	4,840	-	53,244	6,656	605	60,505	50,893
Leased equipment	2,310	231	-	2,541	347	-	2,888	4,274
Non-capitalized furniture and equipment	8,264	678	-	8,942	1,370	-	10,312	25,041
Repairs and maintenance	11,827	1,183	-	13,010	1,774	-	14,784	21,167
Depreciation and amortization	43,845	4,385	-	48,230	6,575	-	54,805	37,345
Special events	-	-	-	-	-	1,532	1,532	-
Loss on disposal of equipment	-	-	-	-	-	-	-	2,290
Miscellaneous	347	28	-	375	86	-	461	518
Total	\$ 2,456,024	\$ 346,805	\$ 19,466	\$ 2,822,295	\$ 447,191	\$ 15,962	\$ 3,285,448	\$ 2,493,406

FRUCHTER ROSEN & COMPANY, P.C.
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156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

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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*

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

We have audited the financial statements of La Cima Charter School (“the School”) as of and for the years ended June 30, 2011 and 2010, and have issued our report thereon dated October 19, 2011. 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.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School’s internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School’s internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over financial reporting.

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 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.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES
LA CIMA CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether La Cima Charter School 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2011

LA CIMA CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2010 AND 2009

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

September 21, 2010

Audit Committee of the Board of Trustees
La Cima Charter School
800 Gates Avenue
Brooklyn, NY 11221

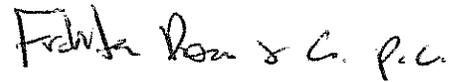
In planning and performing our audits of the financial statements of La Cima Charter School ("The School") as of and for the year ended June 30, 2010 and for the period from January 15, 2008 (inception) to June 30, 2009, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses and, therefore, there can be no assurance that all such deficiencies have been identified. We did not identify any deficiencies in internal control that we consider to be material weaknesses.

Exhibit I that accompanies this letter discusses the corrective actions taken on the prior year observations. We determined that these observations do not constitute a significant deficiency or a material weakness. Management's responses to the observations have not been subjected to the auditing procedure applied in the audit of the financial statements and accordingly, we express no opinion on it.

The communication is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specific parties.

A handwritten signature in black ink that reads "Fruchter Rosen & Co. P.C." in a cursive, slightly slanted script.

FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 19, 2010

LA CIMA CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT I – CORRECTIVE ACTIONS TAKEN FOR PRIOR
YEAR OBSERVATIONS

- | | | |
|----|---|---|
| A. | Insurance Coverage | 1 |
| B. | Supporting Documentation for Debit Cards | 1 |
| C. | Maintenance of Property and Equipment Records | 2 |

LA CIMA CHARTER SCHOOL
MANAGEMENT LETTER

EXHIBIT II- CORRECTIVE ACTIONS TAKEN FOR PRIOR YEAR OBSERVATIONS

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under employee dishonesty is limited to \$300,000. This coverage appears low based on current cash values; therefore we believe the School is under insured in regards to the above coverage.

Recommendation

We recommend an increase of coverage for employee dishonesty to an amount that covers maximum cash held by the school at any one time during the year. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Management's response

We are in the process of discussing insurance coverage with our insurance carrier. At this time it will not be our action to increase coverage under employee dishonesty due to a limited number of employee interactions with various cash accounts. However, this policy will be reviewed at a later date and we will increase coverage to a sufficient amount as deemed necessary by the School's management and an increase in risk of employee dishonesty.

Corrective Action Taken

As of July 2009, the School has increased the limits of coverage for employee dishonesty to \$1,000,000 per occurrence.

B. SUPPORTING DOCUMENTATION FOR DEBIT CARDS

Observation

During the audit process it was noted that appropriate supporting documentation was not obtained/retained, during the start up period, for some of the disbursements charged with the debit cards. This practice could result in the payment of unsupported debit card purchases and thereby unauthorized expenses.

Recommendation

To strengthen internal controls over disbursements, especially the debit card transactions, it is recommended that appropriate support be provided and maintained for all disbursements.

Management's Response

Management is in agreement and has already implemented the recommendation.

Corrective Action Taken

During the auditing of the debit card transactions, we noted that documentation was provided and attached to the debit card statements.

LA CIMA CHARTER SCHOOL
MANAGEMENT LETTER

C. MAINTAINANCE OF PROPERTY AND EQUIPMENT RECORDS

Observation

During our audit, we noted the following regarding the School's maintenance of property and equipment records:

- The School's schedule of property and equipment did not contain a more detailed listing of the capitalized items.
- Certain property and equipment, including soft costs such as architect fees, were expensed as incurred rather than capitalized.
- The School purchased property and equipment with funding received from the New York City Department of Youth and Community Development ("DYCD") whereas the School recognized these purchases as capital assets. Under the DYCD agreement, all property and equipment purchased with DYCD funds, remain the property of New York City and therefore should be expensed as incurred. The School is still required to maintain an inventory of the property and equipment purchased with DYCD funding.

Recommendation

To improve control over the Property and equipment purchases, a detailed list of all items purchased should be established. These records should include among others, detail description, number of units, location, and vendor name or voucher number. Acquired fixed assets should be stated at acquisition cost, including all costs necessary to bring the asset to its location in working condition. The School should also give particular attention to specific accounting consideration that may be required by funding sources. Upon our recommendation, the School has provided us with a detail ledger, made an adjustment to reclassify DYCD funded purchases, and included all costs associated with a capital purchase.

Management's Response

Management is in agreement and has implemented the recommendation in practice and policy.

Corrective Action Taken

The schedule of fixed assets and depreciation and amortization of the fixed assets has improved from the prior year. We were able to trace the fixed asset additions from the depreciation schedule to the tagged inventory list of the fixed assets.

LA CIMA CHARTER SCHOOL

MANAGEMENT LETTER

JUNE 30, 2009

FRUCHTER ROSEN & COMPANY, P.C.
CERTIFIED PUBLIC ACCOUNTANTS
156 WEST 56TH STREET
NEW YORK, NEW YORK 10019

TEL: (212) 957-3600
FAX: (212) 957-3696

September 29, 2009

Audit Committee of the Board of Trustees
La Cima Charter School
800 Gates Avenue
Brooklyn, NY 11221

In planning and performing our audit of the financial statements of La Cima Charter School (the "School") as of and for the period from January 15, 2008 (inception) to June 30, 2009, in accordance with auditing standards generally accepted in the United States of America, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

However, during our audit we became aware of matters that are opportunities for strengthening internal controls and operating efficiency. The memorandum that accompanies this letter summarizes our observations and recommendations regarding those matters. We will review the status of these comments during our next audit engagement. We have already discussed many of these observations and recommendations with management, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

The School's written response to the observations has not been subjected to the audit procedures applied in the audit of the financial statements and, accordingly, we express no opinion on them.

The report is intended solely for the information and use of management, Board of Trustees, New York City Department of Education, and others within the School and is not intended to be and should not be used by anyone other than these specific parties.

Sincerely,


FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

**LA CIMA CHARTER SCHOOL
MANAGEMENT LETTER**

A. INSURANCE COVERAGE

Observation

We noted insurance coverage under employee dishonesty is limited to \$300,000. This coverage appears low based on current cash values; therefore we believe the School is under insured in regards to the above coverage.

Recommendation

We recommend an increase of coverage for employee dishonesty to an amount that covers maximum cash held by the school at any one time during the year. In addition, the School should periodically review insurance coverage to ensure proper and adequate means by which to preserve School assets.

Management's response

We are in the process of discussing insurance coverage with our insurance carrier. At this time it will not be our action to increase coverage under employee dishonesty due to a limited number of employee interactions with various cash accounts. However, this policy will be reviewed at a later date and we will increase coverage to a sufficient amount as deemed necessary by the School's management and an increase in risk of employee dishonesty.

B. SUPPORTING DOCUMENTATION FOR DEBIT CARDS

Observation

During the audit process it was noted that appropriate supporting documentation was not obtained/retained, during the start up period, for some of the disbursements charged with the debit cards. This practice could result in the payment of unsupported debit card purchases and thereby unauthorized expenses.

Recommendation

To strengthen internal controls over disbursements, especially the debit card transactions, it is recommended that appropriate support be provided and maintained for all disbursements.

Management's response

Management is in agreement and has already implemented the recommendation.

**LA CIMA CHARTER SCHOOL
MANAGEMENT LETTER**

C. MAINTAINANCE OF PROPERTY AND EQUIPMENT RECORDS

Observation

During our audit, we noted the following regarding the School's maintenance of property and equipment records:

- The School's schedule of property and equipment did not contain a more detailed listing of the capitalized items.
- Certain property and equipment, including soft costs such as architect fees, were expensed as incurred rather than capitalized.
- The School purchased property and equipment with funding received from the New York City Department of Youth and Community Development ("DYCD") whereas the School recognized these purchases as capital assets. Under the DYCD agreement, all property and equipment purchased with DYCD funds, remain the property of New York City and therefore should be expenses as incurred. The School is still required to maintain an inventory of the property and equipment purchased with DYCD funding.

Recommendation

To improve control over the Property and equipment purchases, a detailed list of all items purchased should be established. These records should include among others, detail description, number of units, location, and vendor name or voucher number. Acquired fixed assets should be stated at acquisition cost, including all costs necessary to bring the asset to its location in working condition. The School should also give particular attention to specific accounting consideration that may be required by funding sources. Upon our recommendation, the School has provided us with a detail ledger, made an adjustment to reclassify DYCD funded purchases, and included all costs associated with a capital purchase.

Management's response

Management is in agreement and have already implemented the recommendation in practice and policy.

WHAT: We leave a place cleaner than we found it.	
Little Friend Work Space	Big Friend Work Space/Office
<ul style="list-style-type: none"> • See <i>Be The Change</i> in Section 4. • There should be no trash (even a little) inside or around desks/cubbies • Bookbags and other personal belongings must be on hooks • If a child gets out of their seat, they should push in their chair. • Book baggies go either on the child’s chair or in their desk (when applicable) • If a child is in their seat, their chair should be pushed in so that they are doing work on the desk and others can walk by. • _____ • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • There should be no trash (even a little) inside or around desks/cubbies • Do your part to clean common workspaces (refrigerator duty, copy room, etc) • _____ • _____ • _____ • _____ • _____ • _____
HOW: Systems to help with WHAT	
<ul style="list-style-type: none"> • All classrooms should have clearly defined kid/adult workspaces • Keep bins/folders/file cabinets organized • _____ • _____ 	

WHAT: Discipline/Management

Little Friend Discipline/Management	Big Friend Discipline/Management
<ul style="list-style-type: none"> • See Sections 5-11 • Scholars should not be shushing each other in or out of the classroom • Scholars should not be escorting each other to the Dean's office. • Scholars are accompanied by a time out pass if leaving their homeroom. G:\2010-2011\Instructional Staff Resources\LCCS time out slip.docx • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • See Sections 3-4 • Except for reasons of physical or obvious/extreme emotional safety, staff will either find their own solutions or work with other staff members to ensure that scholars are not sent to the hallways or office during the school day. • Please don't shush Scholars. • Don't hold things over scholars' heads. • Don't compare classes with one another; don't compare Scholars to one another (the psychological damage far outweighs any potential benefit that can be gained through motivation). • _____ • _____ • _____ • _____ • _____

HOW: Systems to help with WHAT

- Utilize daily choices poster.
- Have scholars showing resistant or disrespectful behavior sit in another classroom (systems can be worked out in grade levels)
- _____
- _____



WHAT: Assign Yourself

Little Friend Assign Yourself	Big Friend Assign Yourself
<ul style="list-style-type: none">Scholars should always know what to do if they are finished early (enrichment packet, read a book, etc.)_________________________	<ul style="list-style-type: none">See <i>Be The Change</i> in Section 4.Staff should be helping to monitor morning/afternoon transitions.Be at your duty post and ready to fulfil your role at your assigned time.Please check your email twice daily (before scholars arrive and before you leave the building).Observing teammates is encouraged!_________________________

HOW: Systems to help with WHAT

- Commit to collaborating to make us more efficient/effective as a team.
- Participate on committees.
- _____
- _____



WHAT: Assessment

Little Friend Assessment	Big Friend Assessment
<ul style="list-style-type: none"> • Scholars should be given some sort of formal assessment biweekly in each subject. • Each scholar should have an independent reading conference at least once biweekly. • _____ _____ _____ • _____ _____ _____ 	<ul style="list-style-type: none"> • Teachers are expected to enter grades into Pinnacle each week: Shared Reading: 1 grade/scholar/day (based on GHGR unit checklists) Guided Reading: 1 grade /scholar /skill /wk Math: 2 grades/scholar/wk Writing: <i>Skills:</i> 1 grade /scholar /skill /wk <i>Writing Pieces:</i> 6 traits rubric per piece Science/Social Studies/Art/Music/Spanish: 1 grade /scholar /skill /wk • Grade level teams are expected to discuss scholars' progress toward mastery of each week's objectives <u>Fridays from 1:30-2:30P.</u> • <u>All grades for all subjects must be entered by SUNDAY 5PM.</u> • Regular communication (when applicable) is expected between general teacher and intervention staff. • Teachers are expected to coordinate with Learning Support Specialist to ensure IEP needs are met. • _____ _____ _____ • _____ _____ _____



HOW: Systems to help with WHAT

- Commit to collaborating to create grade level assessments.
- _____
- _____



Other NOT SO COOL things:

- ☹ Not getting approval before purchasing and then seeking reimbursement.
- ☹ Monopolizing the copy machine with huge packets before 8:00 AM.
- ☹ _____
- ☹ _____





Student Behavior	
BATHROOM BREAKS	Should be timed and a sign out sheet should be utilized to allow informed decisions on who should go to the bathroom, when and how many times a day. See G:\2010-2011\Instructional Staff Resources\bathroom sign out.docx
TRANSITIONS	We use the 1 -stand up, 2 - point or move body towards direction where they are moving to, 3 -walk to where they are going, 4 – sit down. Transitions are silent and safe. Transitions to their seats from the carpet should end with all scholars SLANTING and silent before instruction begins. The same is true for transitions from their seats to the carpet.
HALLWAYS	<p>Are silent. Teachers give nonverbal directions whenever possible, or whisper.</p> <p>Lines stay to the right of doorways and down halls. Scholars walk in straight silent lines with arms to side in HALL position.</p> <ul style="list-style-type: none"> ○ Hands at your side. ○ All eyes forward. ○ Lips zipped. ○ Legs move quietly. <p>When line stops, scholars are to check their squares to be sure they have safe space between themselves.</p>
CARPET ETTIQUETTE	<p>Scholars are expected to sit in assigned seats on the carpet and sit either “criss-cross applesauce”, or with legs bent and feet in front of them “rock style”. Be sure to accommodate body sizes and growing throughout the year.</p> <p>Scholars who are frequently disruptive should have a chair positioned behind the class, out of reach of other students, but still a part of the lesson.</p>
100%	ALL scholars are expected to perform directions the first time and do it the best that they can. Utilize taxonomy <i>Do It Again</i> until it is done as requested.
SEATING	For safety and management reasons, scholars must stay in their seats unless they have permission to get up and go somewhere even in the room. Often teasing and bullying occurs when scholars are walking around the room without the teacher’s knowledge. This is why all scholars are to be seated on their bottoms, with both feet on the floor while at their seats. Legs of chairs are also to be on the floor.
DISRUPTIVE SCHOLARS	<p>Reasons for recovery (removal from the classroom to deal with feelings without causing a disruption to the learning environment)</p> <ul style="list-style-type: none"> • When a scholar chooses to walk around the room without permission or after being instructed to sit down. • When a scholar is having a tantrum • When a scholar is fighting with another scholar • When a scholar is doing anything unsafe in the room either for themselves or anyone else.



Student Academics	
TIME ON TASK	Scholars are expected to stay focused on their assignments, ask questions when they don't understand or get stuck. Clear instructions should be given on choices of what to do if they finish quickly, or get stuck and need to wait to be helped. Some ideas are: reading silently at seat (books need to be provided in desks), moving on to next problem/question, checking over completed work, write /draw in journal or other notebook (also should be provided), work on provided packet of skill focused extra work packet.
SCHOLAR PARTICIPATION	<p>All scholars are expected to participate and take ownership over their own learning. A useful strategy to try is the following scenario:</p> <ul style="list-style-type: none"> You ask a question and call on a scholar who proceeds to either give you no answer or the incorrect answer. After a gentle reply of, "nice effort" or something applicable, you then call on someone else. When you get the correct answer, you <u>go back to the original scholar and ask them to repeat the correct response.</u> This ensures they listen to their classmates and lets them know that they are expected to know the material.
WE ANSWER IN COMPLETE SENTENCES	Scholars are expected to answer questions in complete sentences. EX: Question- "How many dogs are there?" Response: "There are 8 dogs." Or, "What do you think the author meant when they said that?" Response: "I think the author meant that..."



Teacher Moves	
TONE	Be nice, be firm. Warm strict, courteous. Use Strong voice when necessary. <i>See Taxonomy insert on Strong Voice.</i>
ONE VOICE / DO NOT TALK OVER	When one person is speaking, all others should be silent and listening attentively. If the teacher is speaking, they should stop if a scholar is talking or starts talking. <i>See taxonomy insert on Strong Voice.</i>
DO NOT ENGAGE	When a scholar tries to argue, either repeat the direction with a firm tone, or ignore the arguing and thank the scholar for doing what was requested. If a scholar thinks something is unfair, tell them you appreciate how they feel and you would be happy to discuss it at a later date. Then be sure to meet with that scholar at a time that is both convenient and does not interfere with / interrupt instruction. <i>See Taxonomy insert on Strong Voice.</i>
INSIST IN ALL SCHOLARS' EYES	Be sure to see all scholars while giving instruction and be sure they are looking at you. "I need your eyes." Is a great way to refocus them! Again <i>100%</i> .
WHAT TO DO BE SPECIFIC	When you need scholars to do something, be specific. Rather than saying, "pay attention," we might say, "Eyes on me (the book) and voices silent." <i>See taxonomy insert on What To Do.</i>
POSITIVE FRAMING	While there are often times when a firm direction is needed, we try not to TELL scholars what to do. Rather we try what WE will do, or thank them for doing what we need them to do. It might look something like this: <ul style="list-style-type: none"> • We will line up for lunch when all scholars are silent and tracking me; or, I'm happy to begin reading when it is silent and bodies are still. <i>See Taxonomy insert Positive Framing.</i>
JOY FACTOR	Songs, humor, chants/cheers, finger-plays, rhymes, fitness breaks, are all encouraged to keep scholars engaged and having fun!! <i>See taxonomy insert on Joy Factor.</i>
GIVE CHOICES WITH CLEARLY STATED BOUNDARIES	We strongly encourage giving small choices from time to time. An example of this might be saying to them, "During this work time, you can either sit in your chairs or stand behind them pushed in under your desks." Another choice might be, "During reading time, you can either sit on the carpet or at your desks, as long as you don't create a problem for anyone else."



Teacher Moves (cont.)	
EMPOWER YOUR SCHOLARS	<p>Encourage them to solve their own problems and offer empathy and support. Saying something like: “Oh no, that sounds like you have a problem. How are you going to solve that?” And, “Would you like to hear what some other scholars have tried?” is a way to offer your ideas without telling them what to do or how to solve it. Then ending with, “Well, I’m sure you can solve it yourself. Let me know how/if I can help!”</p> <ul style="list-style-type: none">• If a scholar asks for something- example: “I need a pencil.” Your response can be, “How can you solve that problem?” instead of just going to get them a pencil.• If a scholar has a problem with another scholar: Ask if they spoke to the other person, ask if they need to reconcile, and then give them the time and space in the classroom (only during independent work time/breakfast/recess/dismissal) to have a quick reconciliation. At La Cima we say, “I am sorry for.....” “I did it because I was feeling.....” “Next time I will.....” and then, “I accept your apology, but it’s not okay.”
EYES ON	<p>Teachers should be diligently scanning the room and have eyes on all scholars most of the time. When assisting a single scholar, be sure to position body where you can see the rest of the room, periodically looking up from that scholar and around the room. Children are more likely to stay on task if they know they will be seen and checked for compliance.</p>



DAILY Choices

Student Name: «Student Name» Class: «hr» Week of: August 2

Parents/Guardians: please discuss your student's C.A.R.E. values every day with him/her and thorough homework.

Community:	Accountability:	Reconciliation:	Effective Effort:	Homework:
MONDAY				<input type="checkbox"/> Incomplete homework Parent/Guardian Initials: _____ Student Signature: _____
TUESDAY:				<input type="checkbox"/> Incomplete homework Parent/Guardian Initials: _____ Student Signature: _____

When students lose 4 faces, they color in the corresponding letter.

Be sure to quickly and OBJECTIVELY explain why.

Mark incomplete HW here.

Check for parent/scholar signature daily.

Scholars color in the CARE bear (and earn a CARE coin) when they keep all their letters.

About the Front:

- These will be scanned sheets- teaching scholars how to “bubble.”
- The information from the classroom chart is transferred onto the scholars form at the end of the day. Modifications in 1-2nd can be a clip board rather than class chart.
- Scholars only bubble letters they LOST!
- If homework is incomplete, send back home for completion. Perhaps expand on directions if they seem unclear or there is room for misunderstanding OR- do first one, as an example for parents.
- Try to keep comments specific to letter lost or specific behaviors. Ex: “Biggy struggled with effective effort today. He needed multiple reminders to focus on his work and to refrain from talking to his teammates (even after having his seat changed for the day) and as a result did not complete all of his class work.”
- Parents and child initial every day even if no letters are lost.

About the Back:

- Explanation of Expectations
- Extra space for comments- remember to leave space for parents response/dialogue
- If this sheet is lost, scholar loses letter A.



When a scholar loses a “face” the act of crossing it out should not be included in the process. In other words, the teacher can give the scholar choice of whether they want to cross it out or they want the teacher to do it. The process SHOULD NOT BE PUNITIVE.

Class Clipboard Form (for traveling): Should be updated throughout the day on large class behavior chart.

<G:\Dean Forms templates\classroom choice chart- with faces.docx>

CLASS NAME: _____		DATE: _____			
	C  <i>Community</i>	A  <i>Accountability</i>	R  <i>Reconciliation</i>	E  <i>Effective Effort</i>	
STUDENT NAME					
1.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	
2.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	
3.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	
4.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	
5.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	
6.	😊😊😊😊	😊😊😊😊	😊😊😊😊	😊😊😊😊	



Principle: Community	Expectations: What It Looks Like	Consequences: Actions to take	Observable Behaviors: What it Doesn't Look Like
Values: <ul style="list-style-type: none"> • Love • Gratitude • Humor • Hope • Peace • Compassion • Enthusiasm • Obedience • Self-Respect • Respect for Property • Respect For self & others cooperation & courtesy 	<ul style="list-style-type: none"> • Kind Words & Actions • Enthusiastic Participation • Follow Directions the first time • Respecting Learning Signals observed and heard 	Teachable Moments	<ul style="list-style-type: none"> • Tantrum/Emotional disrespect • Not cleaning up • Not Part. In group • Not Cheering on classmate • Poor Sportspersonship • Negativity
		1	<ul style="list-style-type: none"> • Littering • Not Cleaning up
		2	<ul style="list-style-type: none"> • Defiance in attitude/action
		3	<ul style="list-style-type: none"> • Defiance in attitude/action • Graffiti/Defacing Property(Intentional) • Lying/Storytelling(Intentionally to evade responsibility or accuse someone wrongfully)
		4 Dean Referrals	<ul style="list-style-type: none"> • Hitting(Intentional) • Profanity • Bullying- Physical/Intellectual words and put downs • Graffiti/Defacing Property • Stealing • Lying
Principle: Accountability	Expectations: What It Looks Like	Consequences: Actions to take	Observable Behaviors: What it Doesn't Look Like
<ul style="list-style-type: none"> • Self Regulation • Prudence • Teamwork • Humility • Personal Responsibility • Persistence 	<ul style="list-style-type: none"> • Responsible for and supportive of self, property and team. • Accepting consequences • Keep your word • Doing the right thing when no one is present/ watching • I teach you, you teach me 	Teachable Moments	<ul style="list-style-type: none"> • Not having materials/appearance in place/order • Not keeping your word • Choosing not to control impulses • Not completing assignments
		1	<ul style="list-style-type: none"> • Unwillingness/refusal to change outcome/choices • Not completing assignments
		2	<ul style="list-style-type: none"> • Not accepting consequences • Breaking the rules when by myself or other community member
		3	<ul style="list-style-type: none"> • Not accepting consequences • Breaking the rules when by myself or other community member • Not having materials/appearance in place/order
		4 Dean Referrals	<ul style="list-style-type: none"> • Not accepting consequences • Breaking the rules when by myself or other community member • Out of uniform (does not mean lose faces, indicates student should be sent to the Dean for follow through.) • Not having materials/appearance in place/order



Section 7

Principle: Reconciliation	Expectations: What It Looks Like	Consequences: Actions to take	Observable Behaviors: What it Doesn't Look Like
<ul style="list-style-type: none"> • Be Honest • Forgive • Be Equitable/ • Fair • Diversity 	<ul style="list-style-type: none"> • Be Fair • Forgive others and self • Acknowledging apologies/"not okay, but accepting" • Celebrate/accept our differences and similarities • Empathetic • Listen • Inclusive 	Teachable Moments	<ul style="list-style-type: none"> • Not acknowledging apology-when someone apologizes, not being able to appreciate their vulnerability in apologizing. • Not accepting of different forms of expression • Not forgiving self/others
		1	<ul style="list-style-type: none"> • Unwillingness to work out problems • Not acknowledging apology-when someone apologizes, not being able to appreciate their vulnerability in apologizing.
		2	<ul style="list-style-type: none"> • Unwilling to work out problems.
		3	<ul style="list-style-type: none"> • Retaliation
		4 Dean Referrals	<ul style="list-style-type: none"> • Refusal to work through a problem/move on • Retaliation
Principle: Effective Effort	Expectations: What It Looks Like	Consequences: Actions to take	Observable Behaviors: What it Doesn't Look Like
<ul style="list-style-type: none"> • Self-Reflect • Self monitor • Be Vulnerable • Be Relentless • Be Courageous • Be Persistent • Be Creative • Love Learning • Be Respectful of Others Differences/Similarities • Be Curious -Necessary to be courageous first? 	<ul style="list-style-type: none"> • Be Self Reflective • Work Smart towards improvement • Be Brave • I CAN! 	Teachable Moments	<ul style="list-style-type: none"> • self defeating/self put downs • not open to new ideas/experiences
		1	<ul style="list-style-type: none"> • Unwillingness to work hard towards improvement • Off task
		2	<ul style="list-style-type: none"> • Unwillingness to work hard towards improvement
		3	<ul style="list-style-type: none"> • Off task and disruptive to others • Refusal to repeat activity/task, when asked to do again/better.
		4 Dean Referrals	<ul style="list-style-type: none"> • Refusal to repeat activity/task, when asked to do again/better.



C.A.R.E Values Scope and Sequence

Section 7

<u>Week of:</u>	<u>Principle</u>	<u>Value</u>	<u>Key Language/Signs of Success</u>	<u>Key Ideas/Phrases</u>
Aug. 23-27	Community	Friendship	Willing to say hello to someone new or different from themselves Being a friend to someone new.	The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.
*Aug. 30-Sept. 2	Community	Friendship (cont.)		
*Sept. 7-10	Community	Joyfulness	Look inside myself for happiness. Enjoy whatever I am doing. Appreciate gifts in life and in myself. Feel an inner peace even when things are tough.	Being filled with happiness, peace, love and a sense of well-being. Understand that joy is in all of us and comes from being loved. An appreciation for the gift of life.
Sept. 13-17	Community	Respect	Treat everyone the way I would like to be treated. Speak courteously to everyone. Honor other people's needs for time and space for themselves.	An attitude of honoring people and caring about them. Giving people the dignity they deserve.
Sept. 20-24	Community	Loyalty	Give support to people and ideas you believe in. Be faithful in good and bad times. Stick with commitments unless I have a really good reason to change them. Don't let others come between me and someone or someone I care about.	Standing up for something you believe in, unwavering faith. Being faithful to your family, friends and ideals. Nothing can come between you and them.
Sept. 27- Oct. 1	Community	Obedience	Follow the rules even when I feel like ignoring them. Do what is right even when no one is watching. Question authority respectfully.	The idea here is around our ability to follow the rules and requests of a just authority. The word JUST is key! Listening to yourself, your best self, the part of you that knows what is truly right.

Section 7

Oct. 4-8	Accountability	Responsibility	<p>Leave it better than you found it! Respond ably by doing things to the best of my ability. Focus on my own part, not someone else's. Willing to accept credit and correction. Accept my mistakes and willing to clear up the misunderstandings.</p>	<p>Be the change you wish to see in the world - Gandhi. Others can depend on you. Doing something well and to the best of your ability. Willingness to be accountable for what you do or do not do. If you promise to do something, you don't put it off or forget about it.</p>
*Oct. 12- 15	Accountability	Reliability	<p>Agree to do things that help others. Make promises I can keep. Finish on time. Find another way when obstacles occur. Treat my agreements seriously.</p>	<p>Keep Your Word! A true friend is trustworthy and reliable. Other people know they can count on you to do something and to do it on time. Doing something that you have agreed to do in a predictable way and not having to be reminded.</p>
Oct. 18-22	Accountability	Honor	<p>Set a good example for others. Keep my agreements Speak respectfully with others Do what I believe is right no matter what Avoid doing things that make me feel ashamed.</p>	<p>Living with a sense of respect for what I believe is right. Setting a good example for others. Honor comes from making the decisions you know to be right.</p>
Oct. 25-29	Accountability	Humility	<p>Respect what each person contributes. Smart asks for help! Smart learns from mistakes! Smart learns from everyone!</p>	<p>The ability to give and receive correction (from oneself and others). Willing and able to learn from mistakes. Paying attention to what you have to learn and not what you have done.</p>



Section 7

*Nov. 3- 5	Reconciliation	Unity/ Diversity	Treat others as members of one human community. Solve conflict through listening and finding solutions. Care for the earth and all living things. Refuse to accept prejudice.	Seeing how everything is connected and interdependent. Unity brings harmony. Unity brings balance- Like the sound of music made by different instruments in the orchestra. Unity helps us get smart...it means we work together! Diversity helps us get smart... it means we are all different and amazing! We can agree to disagree, agreeably☺.We can go with the flow for the greater good.
*Nov. 8-12	Reconciliation	Justice	Think for myself Avoid gossiping and back biting Refuse to prejudge – see people as individuals Share fairly with others Stand up for people’s rights, including my own Justice is everyone having what they need to succeed. If something is (or seems) unfair, we can fix it together. Just whisper to your teacher so we can figure it out.	Being fair in everything you do. Seeing with your own eyes and not judging someone or something by what other people tell you. Receiving what is rightly deserved. Everyone gets their fair share.
Nov. 15-19	Reconciliation	Forgiveness	Everyone makes mistakes. Take responsibility for my mistakes. Share my feelings without taking revenge. Correct my mistakes instead of punishing myself with guilt.	Giving a person another chance. Understanding that everyone makes mistakes. Not punishing someone for what they have done even though they may deserve it. Forgive yourself.



Section 7

*Nov. 22-24	Reconciliation	Honesty	Say what I mean and mean what I say Make promises I can keep Admit my mistakes Refuse to cheat, steal, or lie Be true to myself and do what I know is right	Being sincere, open trustworthy and truthful. Telling the truth unconditionally without exaggeration. Not giving false promises. Your actions match your words. This is also called integrity.
Nov. 29-Dec. 3	Reconciliation	Honesty (cont.)		
Dec. 6-10	Effective Effort	Determination	I think I can, I think I can, I think I can I think I can. Never give up! Ask for help! Your work is important, to you, and to all of us.	Focusing and sticking to a task until it is done, no matter how hard it is, no matter what it takes. Staying firm and on target.
Dec. 13-17	Effective Effort	Courage	Do what is right for me even when it is hard or scary. Find strength in my heart when I am afraid. Be willing to try new things.	Bravery in the face of fear. Doing what needs to be done, even when you're scared, no matter how difficult. Trying new things, facing difficult situations.
*Dec. 20-22	Effective Effort	Courage (cont.)		
*Jan. 4-7	Effective Effort	Creativity	Discover new gifts I have Be brave Think of ways to make things work better Use my imagination Have the discipline of practice	Bringing into being something that is new Expressing new ideas and inventions, new kinds of music, dance and art. Creativity is anything that leads to improvement. Seeing old things in new ways. If you can't make a mistake, you can't make anything!



Section 7

Jan. 10-14	Effective Effort	Grit	Finish what you start. Work hard. Stay focused...play to win. No matter what! I can do this. It feels good to get it DONE and on time. Challenges bring choices. You gotta step up! Go hard when the times get rough!	Being relentless. Being steady and persistent. The strength of "mind" that enables one to endure adversity with courage.
*Jan. 18-21	Effective Effort	Grit (cont.)		
Jan. 24-28	Effective Effort	Excellence	Be honest with yourself...Is that your best try? Give it your best shot, always. Do it again, if it's not your best, yet. You'll get there. Strive for personal excellence. Make it happen...it's up to you! Whatever it takes is our attitude.	The state, quality, or condition of excelling; of highest quality. Something in which one excels. Excellency. Trying to be the best you can be.
Jan. 31- Feb. 4	Effective Effort/Community	Excellence (cont.)		
Feb. 7-11	Community	Enthusiasm	I express joy in each task as I give it my best shot. No whining! No complaining! Find your smile, put it in your heart. Be an energy-giver by sharing your enthusiasm, and doing your best. Get it done, don't procrastinate!	Giving 100%; Being excited about looking forward to something. Having a positive attitude. It is not so much what you are doing, but how you go about doing it.



Section 7

Feb. 14-18	Community	Cooperation	<p>Listen to your teammates. Enthusiastically do what teachers ask you to do. Encourage and help others. Allow others to contribute their talents. Distribute work evenly among team members. Lead and follow. Treat everyone with respect. Think before acting. Communicate calmly. Put competition aside. Do your fair share. Play fair, be a good sport. Invite someone who is alone or left out to join. Play the game your friends want to play even when you want to play something else.</p>	<p>The common effort of a group for their mutual benefit. Teamwork!</p>
*Feb. 28- Mar. 4	Accountability	Self-Regulation	<p>Thinking out loud, or with a friend helps us make good choices and solve problems. Practice making good choices when you're working and playing. Call it what it is – are you hungry, angry, upset, happy, scared? Whatever it is, we can work on it together. (You may have to wait a bit and be patient a bit, but we will take care of it because we are a community and we take care of each other.) Your words are powerful. Use them to communicate your needs.</p>	<p>The ability to direct/control ones thoughts, emotions, body. Grown-ups are here to help you. Tell yourself what you are going to do, and how you are going to do it (developing private/inner speech).</p>



Section 7

Mar. 7-11	Accountability	Self-Regulation (cont.)		<p>Understanding the relationship between cause and effect is an important component to making good choices. This week, we underscore the correlation between cause and effect, in order to teach about the choice that we have about how to respond to a stressor, circumstance or situation. In that, we are also teaching the difference between response and reaction. Reaction is when you say/do without thinking. Response is when you can think through your choices for what to do/say and make the best possible choices for yourself.</p>
Mar. 14-18	Accountability	Leadership	<p>Take leadership. Ask questions. Assign yourself. One team, one vision. Golden Rule – Do to others as you would have others do to you. Ask yourself, “Who’s leading you?” Good leaders talk and <i>are</i> TEAM. Good leaders use their words, and take turns. Good leaders DON’T EAT THE MARSHMALLOW ...YET! Good leaders are good listeners, not bossy or controlling. Good leaders resolve conflicts, and use teamwork. Good leaders set goals. Good leaders are good readers!</p>	<p>encouraging a group of which one is a member to get things done; organizing group activities and seeing that they happen</p>



Section 7

Mar. 21-25	Accountability	Service	<p>Handle your business first. Help someone else handle their business. Find the need, and fill it. Assign yourself Look for opportunities to be of service to someone else. Make a difference in the world</p>	<p>To provide with what is useful in achieving an end. To be of use/benefit. A helpful act. Giving your very best effort because you care.</p>
Mar. 28-Apr. 1	Accountability	Change	<p>Making our best choices about your behavior/language. Helping others. Assigning ourselves! The classroom/school belongs to all of us. Doing our best at school/work. Recycling, reducing, re-using! Making our best choices about our health and nutrition. Being kind to classmates/colleagues. Taking better care of friends/family. Being on time. Keeping commitments. Always being respectful.</p>	<p>To make different; to transform. Change-making is dependent on the individual. Each individual in a community identifies their own areas that need transformation, and develops goals and action plans around those changes.</p>
Apr. 4-8	Reconciliation	Empathy	<p>Understanding the feelings of others, and being able to place oneself in that state to understand them.</p>	<p>The capability to share another being's emotions and feelings.</p>
Apr. 11-15	Reconciliation	Compassion	<p>Notice when someone is hurt or needs a friend. Stop what I am doing and show that I care. Forgive others and myself when mistakes are made</p>	<p>Your pain is my pain and it compels me to do something to change it.</p>
*Apr. 27-29	Reconciliation	Compassion (cont.)		



Section 7

May 2-6	Effective Effort	Purpose (Rocket CD track: 19)	Keep your eyes on the prize Keep your faith and ask for guidance. The world's waiting for you. Be about your business! Self-identify as a college-going student. Self-identify a purpose for being at School/learning to read/etc.	The object toward which one strives or for which something exists; an aim or a goal . We are ALL going to college and beyond.
May 9-13	Effective Effort	Excellence (see week of Jan. 24-28)		
May 16- 20	Effective Effort	Confidence	Remember that I am worthy, whether I succeed or not. Be willing to try new things. Doing the right thing when others are not. Confronting injustice, unfairness, gossip or other behaviors that break from CARE. I CAN! Having a healthy and balanced self-esteem/self-concept	Being certain and feeling assurance. Self confidence means trusting yourself.



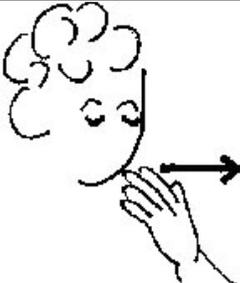
Section 7

May 23-27	Effective Effort	Focus	Get on and stay on task! Ask <i>on track</i> questions like “What do I do next?” Focus your energy on answers, not excuses. Name your game. What’s your goal?	Climbers need focus – rock by rock, hold by hold. The first rule of focus is “Wherever you are be there”. – unknown.
*May 31-June 3	Community	Spirit	Work hard for the success of your team. Together we are stronger, and always do my best!	A feeling of duty to someone or something. The enthusiasm and loyalty a person feels by belonging to a group.
June 6-10	Community	Spirit (cont.)	Show enthusiasm/congratulate others. No bullying in the yard/recess/classroom. No cheating – win fair and square. No blaming others for poor team performance Trying your best, no whining! Encourage others through your own example. Have fun!	
June 13-17	Community	Celebrate	Acknowledge growth and progress. Give friends kind words for their accomplishments Give friends kind words for their efforts Recognize and celebrate your own accomplishments and efforts Celebrate team accomplishments. Have fun!	To show happiness at something; to mark an occasion; to praise something publicly
June 20-24	Community	Celebrate (cont.)	HAVE FUN!!	

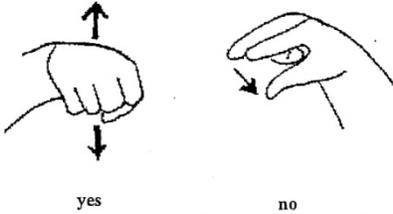


(some old and some new additions)

La Cima-isms	
“Assign Yourself”	When a scholar believes they have completed an assignment, they can assign themselves by reading, checking over their work, etc.
“PETSYS”	Acronym to remind kids about their manners with adults and scholars. (Please, Excuse me, Thank you, Sorry, You’re welcome)
“Move with some urgency.”	Scholars are expected to move through things with purpose and intensity whether it is while working in class or walking to the restroom. It gives scholars a sense of purpose and importance in all tasks.
“3 C’s”	C hoices, C onsequences, and C hange. This reinforces the notion that we have the power to make choices but understand that there are consequences. There is always the opportunity for change (Effective Effort).
“Please do not step on my words.”	A nice way of reinforcing the concept of one speaker.
“SLANT”	Acronym for S it Up Straight, L isten, A nswer and A sk Questions, N od Your Head, T rack
“Track”	When scholars track, they are to give the speaker their full attention by looking and being mentally engaged.
“Check your square.” or “Squares.”	When scholars are moving through the hallway, they are expected to contain both of their feet in a tile in a straight line. Some scholars may need to leave a tile in front of them to accommodate their body.

ASL Signs	
Thank You	
Bathroom	
Sit down	
Stand	
Water	



ASL Signs (cont.)	
Silent	
Stop	stop 
Yes/No	 yes no



Our ultimate goal is to ensure that teacher's maintain a leadership role in the classroom. Occasionally, a scholar's behavior may require them to be temporarily removed from their learning environment. We recognize that these instances can be challenging; however, this process is not meant to be punitive or humiliating. Again, our goal is to maintain the learning environment for ALL scholars. Please review the following items to ensure all requirements have been met.

What behaviors/situations require the use of the Community Member Discipline Referral Form?

- Behaviors for sending are in two categories- Loss of Learning Time and Unsafe Behavior.

What do I have to do before sending a scholar to the Dean of Scholars?

- All reasonable classroom management actions have been exhausted.
- Try other classrooms whenever possible: When nothing works, sometimes some kids simply need to be somewhere else.
 - TRY to NOT make it the dean's office.
 - Exceptions: tantrums
 - When sent to another class, have scholars sit out and watch.
(What message are we sending if we allow them to determine WHERE they will participate?)
 - Send with a timer and a pass so they are not "forgotten."
 - ***Suggestion:*** set a timer in your own class to remind you that a scholar is out and needs to return.
 - Relocating teacher: **Send the scholar back as soon as the scholar says/shows they are ready.**
 - DO NOT SEND THEM WITH WORK and do not give them books to read.
 - We want them to want to return to their class.
- Try to have more than one class- indicate to the scholars when going over expectations that other teachers have seats for them if they are having or creating a problem in here.



What if I've tried that? What if a scholar is having a tantrum? What if they are unsafe?

- An adult must accompany the scholar to the Dean of Scholar's office.
- A completed referral form must be given to the Dean **within an hour of the incident but before 3:15P.**
 - This is to ensure that the Dean has ample time to contact the scholar's family.
 - We also send the referral home the same day as the incident to avoid delaying consequences.
 - The form can be found on the G: drive in the following location:

<G:\Dean Forms templates\Community Member Discipline Referral.docx>

What if I can't find the Dean of Students?

- Call the Dean's cell phone (*See Team Contact List in Resources* section of binder)
- Call the Office at Extension 1000 and the Dean will be contacted through the walkie-talkie.



Example:

Name of Student: Miss Piggy Date: 6/14/10 Time: 3:15P

Teacher: The Man in the Yellow Hat Room: 346 Location Rhombi

Principles and Values:	Loss of Learning Time	Unsafe Behavior
C ommunity <ul style="list-style-type: none"> • Love • Gratitude • Humour • Hope • Enthusiasm • Obedience • Respect 	<input type="checkbox"/> Profanity <input type="checkbox"/> Bullying <input type="checkbox"/> Defiance <input type="checkbox"/> Graffiti <input type="checkbox"/> Tantrum <input type="checkbox"/> Insubordination <input type="checkbox"/> Destruction of property <input type="checkbox"/> Other _____	<input checked="" type="checkbox"/> Hit with intention to harm <input type="checkbox"/> Fighting <input type="checkbox"/> Threw object <input type="checkbox"/> Verbal/physical threats <input type="checkbox"/> Inappropriate touching <input type="checkbox"/> Other _____
A ccountability <ul style="list-style-type: none"> • Self-regulation • Prudence • Teamwork • Humility • Personal Responsibility 	<input type="checkbox"/> Out of Uniform <input type="checkbox"/> Lost Daily Choice Form <input type="checkbox"/> Not accepting consequences <input type="checkbox"/> Talking/Playing During Fire Drill <input type="checkbox"/> Other _____	<input type="checkbox"/> Hallway/bathroom choices <input type="checkbox"/> Use of materials <input type="checkbox"/> Bus Choices <input type="checkbox"/> Abusive or indecent gesture <input type="checkbox"/> Other _____
R econciliation <ul style="list-style-type: none"> • Be Honest • Forgive • Be equitable/fair • Diversity 	<input type="checkbox"/> Lying/Blaming Other <input type="checkbox"/> Other _____	
E ffective Effort <ul style="list-style-type: none"> • Self-reflect • Self-monitor • Be vulnerable • Be relentless • Be courageous • Be creative • Love learning • Be curious 	<input type="checkbox"/> Refusing to do work <input type="checkbox"/> Cheating <input type="checkbox"/> Excessive Missed HW <input type="checkbox"/> Other _____	<input type="checkbox"/> Left Classroom w/o perm. <input type="checkbox"/> Other _____

Actions taken (if applicable) to support scholar prior to referral:

- Positive framing/Redirection
- Private Conference
- Time out in room/ another class
- Moved location in classroom

Other: _____



Additional Information: Miss Piggy was upset that she lost her “A” because of repeated off-task behavior including talking and not following the teacher’s directions (continuing to work after being asked to stop).

*****FAMILY MEMBER: Please read, sign the back and return to school.*****

Action Steps/Consequences

Parent/Guardian Signature: _____ Date: _____

Family Member Comments:

Useful Tips:

- Be sure that no other scholar’s name is mentioned. Use “other scholar”.
- Stick to the facts. Objectivity is best.
- This should be a ‘what happened’ form.
- No scholars should be left with other staff members (Front Desk Associate, Office Manager, etc) unless otherwise instructed by the Dean of Students.



We have adopted many of the techniques outlined in Doug Lemov's book Teach Like A Champion. The following sections will explain each technique.

Section	Technique
1	Control the Game
2	100%
3	Strong Voice
4	What To Do
5	Do It Again
6	Positive Framing
7	Precise Praise
8	Joy Factor
9	No Opt Out



Motivational Quote #1: *“The children are always ours, every single one of them... Children have never been very good at listening to their elders, but they have never failed to imitate them.”*
 ~James Baldwin

Motivational Quote #2: *“Cause you keep tellin’ me this and tellin’ me that/ You say once I’m with you, I’ll never go back/ You say there’s a lesson that you wanna teach/Well, here I am, baby, practice what you preach.”* ~Barry White

Staff Expectations	What does it look like?	Why do we do it?
TIMELINESS	<p><u>ALL</u> staff is seated in Morning Circle by 7:30am from September through June.</p> <p>Staff is seated at all meeting start times.</p> <p>On Saturdays, appropriate staff arrives by _____.</p>	<p>We show up for the scholars. We are the constant, not the variable.</p>
DRESS CODE	<p><u>See Team Handbook in the Resource Tools Section of binder.</u></p>	<p>We model time and place for our scholars.</p>
ELECTRONICS	<p>We refrain from the use emailing/text messaging when we are teaching, tutoring, on lunch/recess/dismissal duty, meeting with scholars, or engaged in Conversations.</p> <p>We model being focused in the classroom, we take advantage of every opportunity to assess scholar learning, and we are always paying attention to what our children are doing.</p>	
SECURITY	<p>Lock all doors and windows before leaving each night.</p> <p>Secure all personal and valuable electronic items (laptops, cell phones, cameras, flipcams, etc).</p> <p>VALUABLE ELECTRONIC DEVICES SHOULD NOT BE STORED IN THE CLASSROOM OVER NIGHT. Laptops may be secured in the laptop cart in the Office. Please see Operations Manager for more details.</p>	
BE GREEN	<p>Turn all lights and A/C units off when leaving for the night.</p> <p>Ensure the fridge(s) are completely closed after being opened.</p>	

Section 4

FOOD	We do not gum chewing or candy in class, hallways or cafeteria with scholars.	We want to send consistent messages to our scholars.
	We keep personal “unhealthy” foods out of scholar sight.	
	We keep fridges clean. Only scholar food should be stored in classroom fridges. All scholar food should be discarded at the end of the week. Cubbies should be checked at the end of each day for forgotten food items. Items stored in the teacher fridge in the Kitchen should be labelled or in a lunch container and must be removed each week.	We want to keep our environment free of pests.
DISMISSAL	We arrive at our duty post on time (TBD). We remain at our duty post until the designated time (TBD).	We ensure our scholars safety, and we take advantage of every opportunity to build relationships with scholars and parents.
ORGANIZATION	We clear off all papers from our desks before we go home each night and store nothing under our desks. We update inside and outside bulletin boards by the 2nd Friday of every month.	We show gratitude and respect for our environment.
PREPAREDNESS	We do not to send scholars to the office to run the copier machine or prepare class materials at any time of the day. We complete lesson plans one week in advance and upload to the G: drive every Sunday by 5pm.	We model being prepared for class so that our children can do their best work.
EMPATHY	We complete <u>at least one scholar HOME VISIT</u> per month.	We believe in the LCCS experience, and we want to ensure that it values each child and family. We want to ensure it reflects what we want for all Scholars, including our own.
TEAMWORK	Certain times of the year require “all hands on deck.” For example, during standardized testing and assemblies, every staff member will have a role to play.	We pull together when a task requires us to all be involved.

Comment [m1]: What do we want?

Section 4

<p>COMMUNICATION NORMS</p>	<p>We check our email twice a day. Once when we arrive to school and once before we leave.</p> <p>We have genuine/difficult conversations in person with that person.</p> <p>If we are going to be late or absent, we adhere to the protocol as outlined in the <i>Team Handbook</i> in the Resource Tools section.</p> <p>We document all scholar discipline/behavior situations as well as conversations and meetings with families in a place other than email.</p> <p>We communicate with scholars and parents about current academic and behavior problems and successes on an ongoing basis.</p> <p>Problems are welcome. Bring solutions with them. ☺</p>	<p>We all need to be on the same page in order to best serve our children.</p>
<p>MEETING NORMS</p>	<p>We arrive on time and begin immediately at the start time.</p> <p>We close all computers and keep cell phones on silent or vibrate. In the EXTREMELY UNUSUAL event a phone call must be taken, we step outside.</p> <p>We commit to speaking up when we are not in full agreement with a decision.</p> <p>Meeting facilitators are responsible for taking notes or having notes taken and send out meeting notes within 24 hours of the meeting.</p>	<p>We use the time we have together to be fully present and immersed in the topic at hand.</p>



APPENDIX W: DISTRICT 16 TEST SCORES

Community School District 16 Middle Schools
NYC Results on the New York State 2011 ELA Test (Grades 6-8)
School by School Results
Results for all General Education Students

Grade 6	Level 3	Level 4	L 3+4
Ms 267 Math Science & Technology	28.6	0	28.6
Frederick Douglass Academy Iv Secondary School*	30.9	0	30.9
Ms 35 Stephen Decatur	23.8	0	23.8
School Of Business Finance & Entrepreneurship	28.1	0	28.1
Jhs 57 Whitelaw Reid	20.8	0	20.8
Ms 584	15.6	0	15.6
Traditional Public Grade 6 (D16) average			24.6
Excellence Boys Charter School Of Bedford Stuyvesant	68	4	72
Brooklyn Excelsior Charter School	67.7	0	67.7
Bedford Stuyvesant Collegiate Charter School	45.1	0	45.1
Charter Grade 6 (D16) average			61.6
Brooklyn District 32 (grade 6)	32.2	1.4	33.6
Brooklyn District 16 (grade 6)	25.5	0.1	25.6
<hr/>			
Grade 7			
School Of Business Finance & Entrepreneurship	29.1	0	29.1
Ms 35 Stephen Decatur	18.9	0	18.9
Ms 267 Math Science & Technology	22.2	0	22.2
Frederick Douglass Academy Iv Secondary School	11.8	0	11.8
Jhs 57 Whitelaw Reid	15.8	0	15.8
Ms 584	9	0	9
Traditional Public Grade 7 (D16) average			17.8
Bedford Stuyvesant Collegiate Charter School	55.8	9.3	65.1
Brooklyn Excelsior Charter School	55.3	1.2	56.5
Excellence Boys Charter School Of Bedford Stuyvesant	70	0	70
Charter Grade 7 (D16) average			63.9
Brooklyn District 32 (grade 7)	27.2	1.2	28.4
Brooklyn District 16 (grade 7)	17.9	0.2	18.1
<hr/>			
Grade 8			
Frederick Douglass Academy Iv Secondary School	26.2	0	26.2
Ms 584	13.3	0	13.3
Jhs 57 Whitelaw Reid	11.3	0	11.3
Ms 267 Math Science & Technology	21.1	1.3	22.4
Ms 35 Stephen Decatur	50	0	50
School Of Business Finance & Entrepreneurship	31.9	0	31.9
Traditional Public Grade 8 (D16) average			25.9
<hr/>			
Brooklyn Excelsior Charter School	41.8	0	41.8
Charter Grade 8 (D16) average			41.8
<hr/>			
Brooklyn District 32 (grade 8)	25.8	0.3	26.1
Brooklyn District 16 (grade 8)	23.5	0.1	23.6

EXHIBIT 1: MISSION STATEMENT

The mission of La Cima Charter School is to prepare our scholars for academic and life-long success through a rigorous and relevant academic program. Our vision is to develop scholars who have the intellectual capacity, social capital and emotional strength of character to be individually successful and to act as effective change-makers in their communities.



EXHIBIT 2: PROJECTED ENROLLMENT

- Projected Enrollment (Exhibit 2): The projected enrollment in chart form, providing the grades proposed to be served in each year of the charter, the number of students expected to be in each grade, the age-range of students that will be served and the total maximum number of students per year. Please be sure that the chart reflects any anticipated attrition over the charter period. If the school will serve Kindergarten or developmental Kindergarten during its renewal term, please indicate the date by which a child must reach age five in order to be eligible to attend the school (e.g., December 1). This must be submitted regardless of whether it represents any change from the present enrollment structure.

Enrollment Plan - Proposed

2011-2012	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
K*	75	75	75	75	75	75
1	66	66	66	66	66	66
2	66	66	66	66	66	66
3	66	66	66	66	66	66
4	45	66	66	66	66	66
5		30	50	50	50	50
6			30	47	47	47
7				29	45	45
8					27	43
	318	364	419	466	516	530



EXHIBIT 3: 2012-2013 SCHOOL YEAR CALENDAR

Month	Day	Event	Time
August	20	First day of school for all scholars – Half Day	7:45 – 11:45
	21	Half Day – 11:45 a.m. Dismissal	7:45 – 11:45
	22	First day full day	7:45 – 3:50
	31 – 9/3	Labor Day Break – School and Office Closed	
September	3	Labor Day Break – School and office closed	
	26	Yom Kippur – School and office closed	
October	8	Columbus Day – School and office closed	
November	6	Election Day - School not in session for scholars. All staff report.	Staff report at 12 p.m.
	12	Veterans Day – School and office closed	
	21-23	Thanksgiving Break – School and office closed	
December	21	Half Day – Dismissal 11:45 a.m.	
	24 -1/4	Winter Break – School and office closed	
January	1/1 – 1/4	Winter Break – School and office closed.	
	21	Martin Luther King Day – School and office closed.	
February	14 – 18	Mid-Winter Break - School and office closed	
March	29 – 4/2	Spring Recess – School and office closed.	
April	2	School closed.	
May	10 - 14	Early May Break – School and office closed	
	27	Memorial Day – School and office closed.	
June	25	Half Day – 11:45 a.m. Dismissal	
	26	Half Day – 11:45 a.m. Dismissal	



EXHIBIT 4: SCHOOL SCHEDULE

A school schedule that clearly provides the total hours of instruction that will be provided and in what subjects. Where different grades have different schedules, all such schedules should be provided. Where the school's daily schedule differs day-to-day (e.g., special programs taught on Tuesdays and Thursdays only), a schedule for a sufficient number of days to allow the Charter School Office to fully understand the schedule in its entirety should be provided. If the school provides, or is requesting to provide, any high school grades, the school must submit a schedule that permits the Institute to determine if the high school will provide the number of instructional units each year as required by law and the New York State Department of Education Commissioner's Regulations such that the school may award a terminal degree.

Will be sent subsequently under a separate cover.



EXHIBIT 5: KEY DESIGN ELEMENTS

Mission and Vision

La Cima Charter School is a public charter school serving grades K-5 and expanding to serve grades 6-8 in Bedford-Stuyvesant Brooklyn. Our mission is to prepare students for academic and life-long success through a rigorous and relevant academic program. Our vision is to develop students who have the intellectual capacity, social capital, and emotional strength of character to be personally successful, and to act as effective change-makers in their communities. We seek to strike a balance between seemingly divergent methodologies: constructivist approaches and standards-based assessment and planning. While we ensure our students are mastering standards, we engage their imaginations, develop their love of learning and exploration through music, visual art, physical education, and other forms of creative play.

“La Cima” means “**summit**” in Spanish.

Beliefs

We believe that all students, regardless of home language/culture or special needs status can succeed in our school community. It is our responsibility as educators to create differentiated instructional environments that nurture students' innate genius and supportively challenge their areas of weakness.

We believe that bilingualism is an asset that is increasingly necessary in a global economy. We believe that all students should have the ability to speak, read and write in more than one language.

We believe in culturally responsive methodologies and content which give schooling a deeper, more meaningful, relevant place in student lives.

We believe families are our partners. We view each home and heritage culture as having intrinsic value, and unique strengths that when thoughtfully and appropriately integrated into the school setting, significantly strengthen the academic environment.

We believe in data driven-instruction. By analyzing student data and teaching students to apply effective effort, they gain self-confidence, and the character strength to become smarter with practice.

Goals

Our overarching goal is 100% academic proficiency for all students by Year 5, meeting all State and Federal accountability goals. Moreover, we believe that the contexts in which children learn, and their self-concept significantly affect their resilience, strength of character, ability to persevere and opportunities for success. In order to build well-rounded, positive thinking, highly skilled students, we aim:

- to prepare students for college-preparatory middle and high schools, in order to meet future goals
- to develop bilinguals and biliterates in English and Spanish
- to serve the differentiated needs of English Language Learner (ELL) students
- to develop students' sense of social justice in order to create positive change in their communities

School Culture

Our school is founded on respect and honor of self, family, school, and community. Expectations for interaction between adults, children and adults, and between children are communicated to all stakeholders, are of a high standard, and are reinforced through positive discipline. The culture of our school is based on the following principles:

- *Community: Together, we are stronger.*
- *Accountability: I am responsible for myself, and for you.*
- *Reconciliation: I make peace with my words and actions.*
- *Effective Effort: I learn from my actions and never give up.*

Educational Program

Our educational program is designed to meet individual student needs, including English Language Learners and special needs students. In order to meet individual needs, our teachers receive ongoing training, use data and assessments to consistently monitor student progress and make the best use of current technology. Specifically, our school program includes the following key elements:

- *Small School Design* The relationship between teachers and students is the primary, and most important relationship in our school. We keep the ratio at 22-25 students per teacher in order to allow time in the classroom for targeted and individualized instruction. At its largest, our school will have two small learning communities, grades K-4 and 5-8 for a total of 530 students.
- *Dual-Language* We use an alternate immersion dual language model, which benefits English and Spanish dominant students. English speakers benefit by becoming proficient in English and Spanish. Native Spanish speakers benefit by becoming fully bilingual and biliterate in Spanish and English.
- *Academic Rigor* We prepare our students with standards and research-based, high-quality curriculum in the core subject areas, including Math, Science, Social Studies (through a Humanities curriculum that blends ELA and social studies) and the Arts.
- *Culturally Responsive Teaching* We will utilize students' heritages and home cultures as vehicles to teach our students how to be proactive school community members and as starting points for various curriculum components.
- *Data-Driven Instruction* Our teachers will assess individual student learning and overall programmatic success at many points during the academic school year. Continuous learning occurs at the intersection of instruction and assessment.
- *More Time* In order to accomplish our goals and objectives, our program runs on an extended day and extended year schedule.

Focus on Students At Risk of Academic Failure

Inequities in education are multi-layered and complex; from funding formulas to curricular biases which privilege few and disadvantage many. Our educational program, and teacher support system is designed to specifically address and correct the multi-layered school-based issues that are obstacles for many Latino, African-American, English-Language Learner and immigrant students.

In addition to addressing the cultural biases that are prevalent in many schools, our school will use an alternative second language immersion program to support students to succeed in language acquisition. Research shows that the average achievement gap closure achieved through language immersion programs is between 3.5 and 6 NCEs.¹

¹ Thomas, Wayne P. and Collier, Virginia P. "The Astounding Effectiveness of Dual-Language Education". *NABE Journal of Research and Practice* (2004)

La Cima Elementary Charter School

Contact Name: Andrea Zayas, Founder and Principal
 Contact Email: andrea@lacimacharterschool.org
 Contact Phone: (718) 443-2136
 Proposed Renewal Charter Term: January 2013-January 2018

PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD

DESCRIPTION OF ASSUMPTIONS

Total Revenue	5,506,379	6,230,035	6,386,544	6,541,627	6,687,086
Total Expenses	5,465,210	5,964,737	6,384,595	6,800,068	7,247,576
Net Income (Before Cash Flow Adjustments)	41,169	265,298	1,949	(258,441)	(560,490)
Actual Student Enrollment	355	398	406	415	423
Total Paid Student Enrollment	-	-	-	-	-

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2016-17	Year 5 2017-18
--	---------------------------	---------------------------	---------------------------	---------------------------	---------------------------

Note: Please insert additional detail lines as appropriate.

REVENUE

REVENUE FROM STATE SOURCES

		Per Pupil Revenue Percentage Increase				
		0.0%	1.0%	1.0%	1.0%	1.0%
Per Pupil Revenue:	CY Per Pupil Rate	https://stateaid.nysed.gov/charter/				
School District 1 (Enter Name)	13,527	4,806,414	5,432,392	5,547,975	5,663,557	5,779,140
Special Education Revenue		374,044	422,131	435,424	448,940	462,683
Grants		52,648	30,072	31,019	31,981	32,960
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		5,233,106	5,884,595	6,014,418	6,144,478	6,274,783

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		28,000	54,692	61,815	63,762	65,741
Title I		124,023	140,157	144,571	149,058	153,621
Title Funding - Other		7,232	8,032	8,285	8,542	8,804
School Food Service (Free Lunch)		-	-	-	-	-
Grants		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		159,255	202,881	214,671	221,362	228,166

LOCAL and OTHER REVENUE

Contributions and Donations		11,000	35,000	45,000	55,000	55,000
Fundraising		-	-	-	-	-
Erate Reimbursement		40,251	43,000	47,000	54,000	61,000
Earnings on Investments		42,000	42,420	42,844	43,705	44,584
Interest Income		1,000	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		19,767	22,139	22,611	23,082	23,553
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		114,018	142,559	157,455	175,787	184,137

TOTAL REVENUE	5,506,379	6,230,035	6,386,544	6,541,627	6,687,086
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EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1.00	128,750	132,613	136,591	140,689	144,909
Instructional Management	1.00	97,000	99,910	102,907	105,995	109,174
Deans, Directors & Coordinators	8.00	550,555	540,561	636,712	693,328	712,394
CFO / Director of Finance	1.00	95,000	97,850	100,786	103,809	106,923
Operation / Business Manager	1.00	83,000	85,490	88,055	90,696	93,417
Administrative Staff	6.00	286,140	294,008	302,093	310,401	366,489
TOTAL ADMINISTRATIVE STAFF	18.00	1,240,445	1,250,432	1,367,143	1,444,918	1,533,307
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	20.00	1,262,507	1,426,941	1,466,181	1,574,979	1,618,291
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	6.00	292,829	295,951	304,089	312,452	321,044
Specialty Teachers	10.00	596,406	614,484	698,127	749,400	836,886
Aides	3.00	40,000	41,099	42,229	43,390	44,584
Therapists & Counselors	1.00	66,950	68,791	70,683	108,940	149,248
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	40.00	2,258,692	2,447,266	2,581,309	2,789,161	2,970,053
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	118,803	122,367	126,038	129,819	133,714
TOTAL NON-INSTRUCTIONAL	-	118,803	122,367	126,038	129,819	133,714
SUBTOTAL PERSONNEL SERVICE COSTS	58.00	3,617,940	3,820,065	4,074,490	4,363,898	4,637,074
		3,615,710	3,714,986	3,864,104	3,999,895	4,133,343
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		276,777	284,196	295,604	305,991	316,200
Fringe / Employee Benefits		585,953	713,691	923,084	981,904	1,108,826
Retirement / Pension		41,897	60,750	73,477	85,883	83,951
TOTAL PAYROLL TAXES AND BENEFITS		904,627	1,058,637	1,292,165	1,373,778	1,508,977
TOTAL PERSONNEL SERVICE COSTS	58.00	4,522,567	4,878,702	5,366,655	5,737,676	6,146,051
CONTRACTED SERVICES						
Accounting / Audit		22,250	23,690	24,401	25,133	25,887
Legal		200	309	318	328	338
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		7,388	7,725	7,957	8,195	8,441
Special Ed Services		1,000	1,545	1,591	1,639	1,688
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		77,266	111,706	-	-	-
TOTAL CONTRACTED SERVICES		108,104	144,975	34,267	35,295	36,354
SCHOOL OPERATIONS						
Board Expenses		10,000	11,330	11,670	12,020	12,381
Classroom / Teaching Supplies & Materials		22,261	26,621	28,003	29,444	30,327
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		149,587	146,213	154,223	161,403	167,022
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		24,557	29,410	30,937	32,529	33,504
Telephone		19,403	20,832	21,218	21,854	22,510
Technology		41,818	45,835	47,209	48,627	50,085
Student Testing & Assessment		13,063	16,382	17,232	18,119	18,663
Field Trips		46,539	53,690	56,477	59,384	61,165
Transportation (student)		22,986	28,668	30,157	31,709	32,660
Student Services - other		53,890	62,170	65,398	68,763	70,826
Office Expense		107,840	127,842	134,795	141,730	148,963
Staff Development		106,046	155,015	159,665	164,455	169,389
Staff Recruitment		41,656	23,809	25,046	26,334	27,677
Student Recruitment / Marketing		6,929	7,987	8,401	8,834	9,284
School Meals / Lunch		33,144	39,684	41,429	43,561	45,783
Travel (Staff)		1,200	1,383	1,455	1,529	1,607
Fundraising		5,000	6,500	7,000	7,500	8,000
Other		3,400	3,900	4,200	4,700	5,200
TOTAL SCHOOL OPERATIONS		709,319	807,271	844,515	882,495	915,046

FACILITY OPERATION & MAINTENANCE					
Insurance	25,350	30,123	31,686	33,317	35,016
Janitorial	3,000	3,090	3,183	3,278	3,377
Building and Land Rent / Lease	6,000	6,500	7,000	7,500	8,000
Repairs & Maintenance	6,870	7,076	7,288	7,507	7,732
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	41,220	46,789	49,157	51,602	54,125
DEPRECIATION & AMORTIZATION					
Insert Detail as Applicable	84,000	87,000	90,000	93,000	96,000
Insert Detail as Applicable	-	-	-	-	-
Insert Detail as Applicable	-	-	-	-	-
TOTAL DEPRECIATION AND AMORTIZATION	84,000	87,000	90,000	93,000	96,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY					
	-	-	-	-	-
TOTAL EXPENSES	5,465,210	5,964,737	6,384,595	6,800,068	7,247,576
NET INCOME	41,169	265,298	1,949	(258,441)	(560,490)

ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Enter Name)	355	398	406	415	423
TOTAL ENROLLMENT	355	398	406	415	423
REVENUE PER PUPIL	15,511	15,668	15,727	15,780	15,809
EXPENSES PER PUPIL	15,395	15,001	15,723	16,404	17,134

CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	84,000	87,000	90,000	93,000	96,000
Other	-	-	-	-	-
Total Operating Activities	84,000	87,000	90,000	93,000	96,000
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	176,087	159,048	162,432	165,816	169,200
Other	-	-	-	-	-
Total Investment Activities	176,087	159,048	162,432	165,816	169,200
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	260,087	246,048	252,432	258,816	265,200
NET INCOME	301,256	511,346	254,381	375	(295,290)
Beginning Cash Balance	-	301,256	812,602	1,066,983	1,067,358
ENDING CASH BALANCE	301,256	812,602	1,066,983	1,067,358	772,069

EXHIBIT 7: UPDATED STAFFING PLAN

The staffing plan should include a detailed organization chart outlining key educational staff positions for each year of the proposed charter, and annotations allowing the Charter School Office to understand who will carry out the key educational (and supporting administrative functions) during the next charter period. Both the chart and the annotations should be detailed and comprehensive in scope, especially for those schools planning to add additional grades beyond what was granted in the original charter. Please note that the staffing plan should match the personnel figures in the submitted budget.

Will be submitted subsequently under a separate cover.



EXHIBIT 8: BY-LAWS

Provide the school's by-laws for the proposed charter term (Exhibit 8). If these by-laws are the same as those currently in effect, than the school simply need append them. If they are proposed to be different than the school's current by-laws, please provide evidence that the board has voted to adopt the by-laws upon commencement of the next charter period pursuant to the requirements of the current by-laws for amending such by-laws and an explanation of the reasons for the changes. For example, if the current by-laws require a supermajority or other condition for amendment, such as concurrence of a corporate member, the school should include proof of same by a properly approved board resolution or other proof. Such by-laws should appropriately reflect any changes in organizational structure. Note that school by-law changes are not effective until final approval and issuance of the renewal charter.

Will be submitted subsequently under a separate cover.



EXHIBIT 9: CODE OF ETHICS

La Cima Charter School has adopted the SED's Code of Ethics for Educators and has incorporated standards of conduct, and a code of Ethics for Board members. The text for each code and standard follows.

Statement of Purpose

The Educator Standards of Conduct is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout refers to all educators serving the La Cima Charter School community as classroom teachers, aides, school leaders and other managers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.

Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools, when appropriate. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5: Educators collaborate with parents and community, building trust and respecting confidentiality.

Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6: Educators advance the intellectual and ethical foundation of the learning community.

Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of the Board of Trustees to evaluate or discipline any employee under provisions of law, regulation, or the charter.

Code of Conduct for Members of the Board of Trustees

1. Carry out the liaison responsibilities assigned by the Board to the fullest extent practicable, including maintaining open lines of communication and fully and fairly representing the issues and concerns of the Board: (1) to the liaison organization and (2) of the liaison organization to the Board.
2. Avoid, during public meetings and during the performance of public duties, the use of abusive, threatening or intimidating language or gestures directed at colleagues, citizens or staff.
3. Pay taxes due to the City, state, or national government and file all appropriate forms as required by law.
4. Unless excused for good cause attend all meetings of the Board or committees to which he or she has been assigned.

5. Make a conscientious effort to be well prepared for each meeting.
6. Diligently exercise the Board's oversight role, questioning where appropriate, but avoiding personal attacks.
7. Work to create a positive environment in all meetings and contacts where the community will feel comfortable as observers or participants.
8. Maintain an attitude of courtesy and consideration toward all colleagues during all discussions and deliberations.
9. Be guided by the principle that an individual member has no authority by him or herself; all precautions must be taken in communications both public and private to ensure an understanding that an individual Board member is expressing only his or her individual opinion.
10. Be respectful, attentive and concise.
11. Uphold the Constitution, laws and regulations of the United States, the State of New York and the City of New York.
12. Put loyalty to the welfare of the children and to the School as a whole above loyalty to individuals, voting districts, particular individuals or other special interest groups.
13. Give a full measure of effort and service to the position of trust for which stewardship has been granted; giving earnest effort and best thought to the performance of duties.
14. Seek to find and use the most equitable, efficient, effective, and economical means for getting tasks accomplished.
15. Recommend and support policies and programs that support and protect the human rights of all members of the school community.
16. Ensure the integrity of the actions of the Board of Trustees by avoiding granting special favors or unfair privileges to anyone and any entity.
17. Engage in no business with the City government, or the school system, either directly or indirectly, which is inconsistent with the conscientious performance of duties except as may be consistent with conflict of interest statutes.
18. Never use any information gained confidentially in the performance of Board duties as a means of making private profit or gaining personal advantage of any kind.
19. Report through appropriate means and channels, corruption, misconduct, or neglect of duty whenever discovered.
20. Adhere to the principle that the public's business should be conducted in the public view by observing and following the letter and spirit of the Freedom of Information Act using closed meetings only to deal with sensitive personnel, student, legal or contractual problems.
21. Ensure that when responding to the media, or in communication with others, a clear distinction is made between personal opinion or belief and a decision made by the school board.

22. Review orally and in public session at the annual organizational meeting each of these principles and abide by them as a Board Member.

23. Trustees, officers, employees, agents or any other persons having a personal or business relationship with any single not-for-profit organization shall hold no more than 40 percent of total seats comprising the Board.

24. No trustee, officer or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the Board.

Whenever a member believes that another has violated the Code of Ethics or Standards of Conduct it is incumbent on him or her to bring the issue to the person first, then to the chairperson of the board who shall immediately investigate the allegation and, if substantiated and not resolved with the individual member, bring the issue to the full board in closed meeting.

EXHIBIT 10: ENROLLMENT AND ADMISSIONS POLICY

La Cima Charter School 2011-2012 Lottery Process

Preparation for Lottery (November – March)

1. Beginning in the late fall/early winter, families may begin to submit applications on behalf of their student. All applications must be for the upcoming school year as applications do not carry over year to year. Students are eligible for Kindergarten if they will turn 5 before December 31, 2012 of their 2012- 2013 Kindergarten year.
2. As applications are received via fax, mail, or in person, they are stamped received and stored in a folder at the Welcome Center until the Operations Manager enters all the application information into the lottery spreadsheet.
3. As applications are received through email, a confirmation email is acknowledging receipt. The Operations Manager prints the application and it is stamped received on the date it was sent. Upon being stamped, the application is entered into the same folder in the Welcome Center.
4. As applications are received through online submission, the Operations Manager completes a mail merge to insert all the submissions into our application template. This submission includes the time of receipt so these applications are entered in the same Welcome Center folder.
5. On a daily basis, all applications are entered into the spreadsheet. If the application is deemed incomplete during this time, the Operations Manager calls the family for the missing information.



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6. After applications are entered in the spreadsheet, they are filed alphabetically into the designated application binder system – one for Kindergarten applications, one for other grades (K – 4).

Lottery Verification (Post-Lottery Deadline: April 2 – April 10, 2012)

1. The number of applications received for each grade is verified against the spreadsheet.
2. The biographical information – student name, parent name, contact information is also verified application-by-application by two individuals working together. Any corrections are entered directly into the spreadsheet.
3. The email account is doubled-checked application-by-application so that each application submitted by email is confirmed in both the binder and spreadsheet.
4. The online application account is double-checked so that each application submitted online is verified application-by-application by two individuals working together.
5. Once the number and content is verified across all submission methods, the lottery day spreadsheet is password protected and PDF-ed for archiving.

Lottery Day (April 11, 2012)

1. The Lottery will be made public and completed in the presence of a 3rd party auditor. In addition, the event will be videotaped.
2. At noon, lottery numbers will be generated through random number generation function in Excel for each grade level. The random numbers will be generated between 1 –



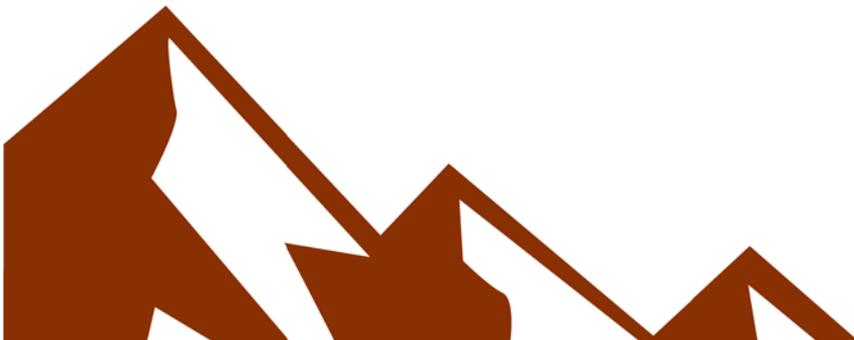
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40,000. The range of numbers is purposely large to minimize the likelihood of duplicate numbers.

3. The data will be sorted by Trial 1 Lottery Numbers to ensure that there are no omissions. If there is an accidental omission, the numbers will be drawn again.
4. In the event of a duplicate number, random numbers are drawn in three trials. If Trial 1 generates two duplicate numbers, the lower number of Trial 2 will be considered the tiebreaker. If Trial 1 and Trial 2 generate duplicate numbers, the lower of Trial 3 will be deemed the tie breaker.
5. Lottery numbers will be assigned based on the randomly generated number order and preferences. Existing students who have been retained will take the first slots. Upon completion of the lottery drawing for each grade level, preference numbers will be assigned to each child based on the following:
 1. All siblings of accepted or enrolled students will move to the top of the list, they will then be placed in order of their lottery number.
 2. All district 16 students will move behind siblings. They will be in the order of their lottery drawing number.
 3. All remaining students will be placed in order of their lottery number.
6. After Kindergarten, we will follow the same procedure and pull each name for first, second, third, fourth and fifth grades, respectively.

Post-Lottery (April 11 – August 2012)

1. All lottery numbers are added to the spreadsheet and verified by a second staff member.



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2. All available slots at each grade level will go to families in preference number order. Remaining families will go to the waitlist in their preference order.
3. If following the lottery, it is discovered that, due to human error, an application was not entered onto the spreadsheet and included in the lottery, the application will be given a waitlist number that is the last of the applicant's preference group. For example, if the child has a sibling and the last applicant with a sibling had an assigned preference number of 15, the applicant is assigned 15A.
4. If following the lottery, an application is received the student is added to the post-lottery waitlist in the order the application was received. If the applicant would have received a preference prior to the lottery (sibling or district), the student does not receive the preference and is added sequentially to the post-lottery waiting list.
5. All lottery cards and waitlists will be kept for 7 years (FERPA).

Offer Process

1. La Cima Charter School will mail out acceptance letters within 72 hours of the lottery. These letters will outline acceptance deadlines and next steps.
2. If a family returns the acceptance letter with the acceptance indicated, they will be enrolled in the registration session of their choice. If they do not attend said registration session, they will be given an opportunity to attend another during the same registration period. This will be communicated via phone after the scheduled session they did not attend.



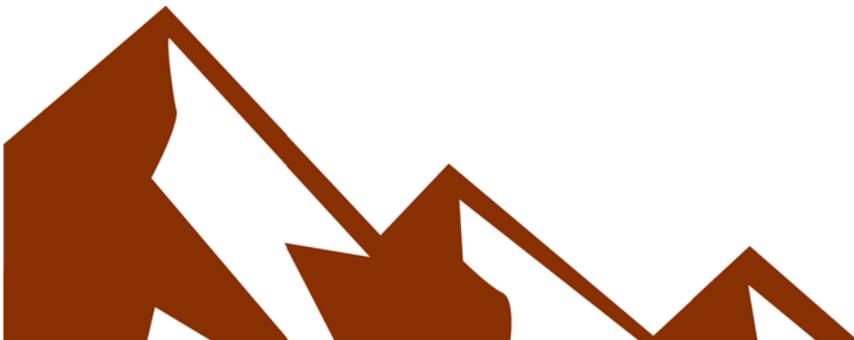
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3. If a family has not returned their acceptance letter, two phone calls will be made explaining the acceptance process and answering any questions they may have.
4. If we have been unable to reach a family by the end of the registration period or if they have not fully completed the registration session in the mandated time period, the offer will be rescinded. A notice will be mailed home to the family notifying them.
5. If a family indicates via phone that they will decline the seat, they are encouraged to submit the letter so that we have it for our records. A note is made indicating the conversation has occurred and another letter is printed if the family requests it.

Registration

Part One:

1. Family members complete necessary paperwork to begin the student's file (Emergency Contact, Racial and Ethnic Identification, Transportation Request, Photo Release, Neighborhood Field Lesson Permission, Records Release, Home Language Form) and provides us with documentation to be copied (Birth Certificate, Immunization Record, and Proof of Address).
2. The Family Handbook is distributed (in English and Spanish) and reviewed verbally with families.
3. Families sign Receipt of Handbook.
4. Families are provided with the Uniform Guidelines, Physical Form and (if applicable) 504 form.

Part Two:



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1. Families are invited into classrooms to meet their child's teachers and future classmates.
2. An informal assessment is given and teachers communicate what the scholars will learn and experience during Kindergarten at La Cima.
3. Families, teachers and scholars sign the community commitment together.
4. Families receive transportation information, school calendar and complete a pick-up authorization form.
5. Any physicals and other record information is collected by members of the Operations team to finalize student record.



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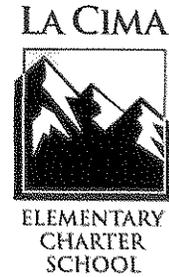
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EXHIBIT 13: CODE OF CONDUCT



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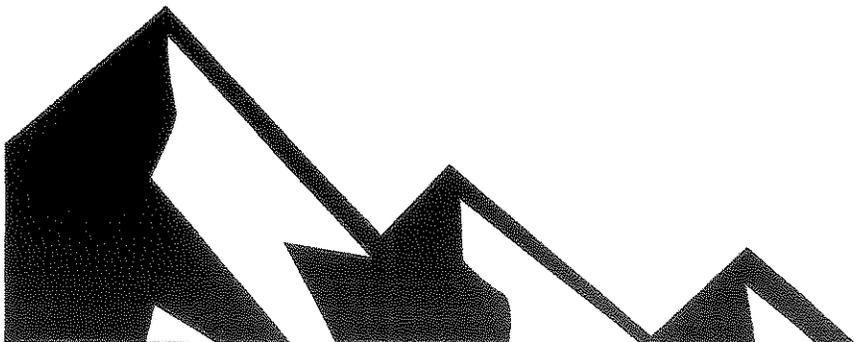
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LA CIMA ELEMENTARY CHARTER SCHOOL

CODE OF CONDUCT



INTRODUCTION

La Cima Elementary Charter School is committed to maintaining high standards of education for students in the school. As La Cima believes that order and discipline are essential to being educated effectively, La Cima is also committed to creating and maintaining high behavioral standards and expectations. An orderly educational environment requires that everyone in the school community play a role in contributing to an effective environment. It also requires the development and implementation of a code of discipline that clearly defines individual responsibilities, describes unacceptable behavior, and provides for appropriate disciplinary options and responses across any and all school functions. This code of conduct supersedes any and all other district related material on, or previous practices in, this area.

La Cima believes that order and discipline must be a shared responsibility between school, home and community. This Code of Conduct was developed in collaboration with school and community constituents as well as other Board-approved school personnel. Finally, it is our belief that, to be effective, such a code must:

- identify, recognize and emphasize acceptable behavior;
- identify, recognize and prevent unacceptable behavior;
- promote self-discipline;
- consider the welfare of the individual as well as that of the school community as a whole;
- promote a close working relationship between parents/guardians and the school staff,
- distinguish between minor and serious offenses, as well as between first time and repeated offenses when and where appropriate;
- provide disciplinary responses that are appropriate to the misbehavior;
- outline procedures to ensure that it is administered in a way that is fair, firm, reasonable, consistent and across all school functions whether they be conducted on or off school grounds;



- encourage a high regard for every person's right to reasonable hearing procedures and due process when accused of misconduct; and,
- comply with the provisions of federal, state and local laws, as well as the guidelines and directives of the New York State Department of Education and the Board of Regents.

A school's primary concern in establishing a code of discipline is to enable our young people to become responsible, respectful and caring citizens within the school and community settings. The Board of Trustees is responsible for ensuring that the regulations are established and adequate discipline is maintained in the operation of the schools to effectively promote safety, as well as the social and educational growth of the students. Administrative regulations are developed and enforced by the school administration and staff. The parent/guardian is expected to assume primary responsibility for control of his or her child. The parent/guardian may be called upon to actively cooperate with the school in providing the necessary structure to promote his or her child's social and educational growth. To this end, a high degree of parent-school communication will be fostered by the school. Disciplinary measures available to the administration include conferences, detention, in-school suspension, out-of-school suspension and administrative hearings.

DUE PROCESS

- Parents shall all receive a copy of the Code of Conduct in the Parent Handbook which outlines procedures for grievances, appeals, and responsibilities.
- Parents will receive daily communication from their teachers regarding any behavioral issues.
- Parents of students who are going to be suspended have the right to contest the school's decision.
- Parents will receive notice of a meeting/hearing regarding suspension were it to be necessary.
- Parents may contest the outcome of a hearing or the decision regarding student disciplinary action to the Board of Trustees and the State Education Department.
- Parents can exercise this right by submitting a letter to the Principal or Board of Trustees.

DEFINITIONS

For the purposes of this Code, the following definitions apply:

- **Disruptive Student** - an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.
- **Parent** - the parent, guardian or person in parental relation to a student.
- **Removal** - the act of a teacher in discontinuing the presence of the student in his/her classroom.
- **School Property** - in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the School's location, or in or on a school bus as defined in §142 of the New York State Vehicle and Traffic Law.
- **School Function** - any school sponsored extra-curricular, co-curricular or other event or activity regardless of whether or not it is on or off school grounds.
- **Suspension** - the act of a Principal (or acting building principal), Board of Trustees, School Principal or Board of Trustees in discontinuing the presence of a student from his/her regular classes.
- **Violent Student** - a student under the age of 21 who:
 - commits an act of violence upon a school employee, or attempts to do so.
 - commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
 - possesses, while on school property or at a school function, a weapon.
 - displays, while on school property or at a school function, what appears to be a weapon.
 - threatens, while on school property or at a school function, to use a weapon.



- knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
- knowingly and intentionally damages or destroys school district property.
- **Weapon** - a firearm as defined in the Gun-Free Schools Act (18 US---§921) [any firearm, 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; the frame or receiver of such firearm; any firearm muffler or silencer; or any destructive device], as well as any other gun, BB gun, paintball gun, pistol, revolver, shotgun, rifle, machine gun, disguised/fake gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

La Cima Charter School believes in the right of each child, between the ages of five and 21 years or until the child receives a high school diploma, whichever comes first, to receive a free and appropriate education. All students in this state between the ages of six and the school year through which he or she becomes 16 are required by law to regularly attend school, either in the public schools, non-public schools that are approved for equivalency of instruction by the appropriate school authorities, or in the home in accordance with the Regulations of the Commissioner of Education.

The right to a free public school education extends to all students, including those with disabilities. However, this right is not unconditional. As long as due process of law requirements are met, a student may be removed from the classroom, suspended temporarily or



suspended permanently from school. Only students within the compulsory education ages (age six through the school year in which the student turns 16) are entitled to alternative, equivalent instruction following suspension.

RIGHTS OF STUDENTS

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right:

- to be provided with an education that is intellectually challenging and relevant to demands of the 21st century;
- to learn in an environment free from interruption, harassment, discrimination, intimidation and fear;
- to participate in district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability or sexual orientation.
- to be informed of all school rules; and,
- be guided by a discipline policy which is fairly and consistently implemented.

In addition, students in this School are afforded the following rights:

1. **Student Expression** - Students shall be allowed the opportunity for the free expression of ideas consistent with rights established by the federal and state constitutions. However, a student's freedom is subject to limitation in that the constitutional protections will not extend to libelous, slanderous, vulgar, lewd, indecent or obscene words or images or to words or images which by their very use incite others to damage property or physically injure persons. Furthermore, speech which materially and substantially disrupts the work and discipline of the school may be subject to limitation.



2. **Symbolic Expression** - Students, in light of constitutionally protected free speech rights, may wear political buttons, armbands or badges of symbolic expression so long as the same conform to the limits set forth herein under "school newspaper" and "dress code".

3. **Student Government** - Students are encouraged to participate in the various student governmental bodies which have been or may be established in our school. It shall be the duty of the student governmental body to establish reasonable standards for qualification of candidates to serve in offices of the government. Elections for student government shall be conducted in accordance with the principles of our democracy and elected student representatives shall work with the faculty, administration and student body in identifying cooperatively those areas of appropriate student responsibility. All student governmental bodies shall have a faculty advisor and shall be organized pursuant to a specific written constitution which the students shall participate in formulating.

4. **Student Clubs and Other Student Organizations** - La Cima encourages students to participate in curriculum related extra-curricular activity clubs and/or organizations. To the extent that La Cima authorizes meetings of non- curriculum related clubs or organizations, the same shall be subject to the constitution of the student government and shall be conducted in accordance with any applicable federal or state law, as well as Board of Trustees policy or regulations.

5. **Privacy Rights [Search and Seizure]** - Students in attendance in our public schools are protected against illegal or unreasonable personal searches or seizures of their property by both the federal and state constitutions. In light of these protections, no student's person or property shall be searched for illegal substances or materials unless the school authorities conducting the search have reasonable suspicion to do so. Said searches may also be conducted at school functions that take place off school grounds when a reasonable suspicion to do so exists. Lockers and desks assigned to students may be subject to inspection at any time by school officials since such places are not the property of the student, but rather are owned by the



School and shared with the student.

7. Student Grievances and Complaints - If a student has a grievance or a complaint about a school-related matter, a school employee or other school official, s/he may submit it, in writing, to the Principal of the school who shall respond within ten (10) school days with a written answer or proposed resolution. Grievances or complaints may be appealed in writing to the Board of Trustees if the Principal's answer or proposed resolution is not deemed satisfactory by the student. The Board of Trustees shall respond to all grievances and complaints within 45 days following receipt of the written appeal document. **Grievances may be filed by a parent/guardian on behalf of a student.**

RESPONSIBILITIES OF STUDENTS

Students attend school so that they may develop to their fullest potential. With this in mind, each student is expected:

- to accept responsibility for his/her actions;
- to respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined;
- to attend school on a regular and punctual basis;
- to complete class assignments and other school responsibilities by established deadlines;
- to show evidence of appropriate progress toward meeting course and/or diploma requirements;
- to respect school property, e.g. lockers, and help to keep it free from damage;
- to obey school regulations and rules made by school authorities and by the student governing body;
- to recognize that teachers act in the place of a parent in matters of behavior and discipline when at school, as well as during any school-sponsored activities;

- to contribute toward establishing and maintaining an atmosphere that generates mutual respect and dignity for all;
- to become familiar with this code and seek interpretation of parts not understood; and,
- to actively discourage inappropriate behavior of other students and report the incidents to the administration.

THE ROLE OF PARENTS

A cooperative relationship between home and school is essential to each student's successful development and achievements. To achieve this wholesome relationship, parents are urged:

- to show an enthusiastic and supportive attitude toward school and education;
- to build a good working relationship between themselves and their child;
- to teach their child self-respect, respect for the law, respect for others and for public property;
- to insist on prompt and regular attendance;
- to listen to the views and observations of all parties concerned;
- to recognize that teachers merit the same consideration and respect that parents expect from their child;
- to encourage their child to take pride in his/her appearance;
- to insist that their child promptly bring home all communications from school;
- to cooperate with the school in jointly resolving any school related problem;
- to set realistic standards of behavior for their child and resolve to remain firm and consistent;
- to help their child learn to deal effectively with negative peer pressure;
- to provide a place conducive for study and completion of homework assignments;
- to demonstrate desirable standards of behavior through personal example;



- to foster a feeling of pride in their child for their school;
- to provide support and positive reinforcement to their child.

Parents should be aware that they are responsible for any financial obligations incurred by their child in school. This includes lost books, damage to property, etc.

THE ROLE OF SCHOOL PERSONNEL

School personnel play an important role in the education of students. In view of this responsibility, school personnel must:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- teach the common courtesies by precept and example;
- treat students in an ethical and responsible manner;
- help students to reach their maximum potential;
- demonstrate desirable standards of behavior through personal example;
- report violations of the Code of Conduct to the Principal or acting building principal;
- immediately report and refer violent students to the Principal or Principal of schools; and,
- immediately report concerns to the Principal or Board of Trustees regarding another employees perceived failure to act accordingly in light of the Code of Conduct.

THE ROLE OF TEACHERS

Every teacher knows that s/he works every day with children who look up to them, and expect to receive wisdom, guidance, consistency and good examples from them. In view of this responsibility, the teacher must:

- promote a climate of mutual respect and dignity which will strengthen each student's positive self-image;
- plan and conduct a product of instruction that will make learning challenging and stimulating;
- recognize that some disciplinary problems are caused by a students' personal and academic frustrations;
- utilize classroom routines which contribute to the total instructional program and to the student's development of civic responsibility;
- seek to develop close cooperative relationships with parents for the educational benefit of the student;
- distinguish between minor student misconduct best handled by the teacher and major problems requiring the assistance of the administrator;
- teach the common courtesies by precept and example;
- handle individual infractions privately and avoid punishing the group for the misbehavior of one or two;
- help students cope with negative peer pressure;
- identify changing student behavior patterns and notify appropriate personnel;
- enable students to discuss their problems with them;
- send communications home promptly;
- report to the Principal any student who jeopardizes his/her own safety, the safety of others



or of the teacher, or who seriously interferes with the instructional program of the classroom;

- treat students in an ethical and responsible manner;
- help students to reach their maximum potential;
- serve in the absence of a parent in matters of behavior and discipline in accordance with New York State School Law;
- explain and interpret the discipline code to students;
- enforce the code in all areas of the school
- demonstrate desirable standards of behavior through personal example;
- know the support services available to students and refer students who are in need of such services;
- comply with state educational law regarding corporal punishment and mandated reporting of suspected child abuse;
- in the event of removal from class, inform the student and the Principal of the reason for the removal; and,
- immediately report and refer violent students to the Principal or Board of Trustees.

THE ROLE OF BUILDING ADMINISTRATORS

As the educational leaders of the school, the Principal and his/her assistant(s) set the disciplinary climate for the school, not only for students, but for staff as well. Therefore, they must:

- seek to develop a sound and healthful atmosphere of mutual respect;
- evaluate the program of instruction in their school to achieve a meaningful educational program;
- help their staff self-evaluate their procedures and attitudes in relation to the interaction within their classrooms;



- develop procedures which reduce the likelihood of student misconduct;
- provide the opportunity for students and staff to approach the Principal directly for redress of grievances;
- work with students and staff to formulate school regulations;
- assist staff members to resolve problems which may occur;
- work closely with parents to establish a wholesome relationship between home and school;
- utilize all appropriate support staff and community agencies to help parents and students identify problems and seek solutions;
- establish necessary building security;
- assume responsibility for the dissemination and enforcement of the “Code of Discipline and Responsibilities” and ensure that all discipline cases referred are resolved promptly;
- insure that students are provided with fair, reasonable, and consistent discipline;
- comply with pertinent state laws governing hearings, suspensions, and student rights;
- develop behavior guidelines and appeals procedures specific to each assigned school in harmony with this “Code of Conduct,” and,
 - demonstrate desirable standards of behavior through personal example.
 - reinforce and extend the indicated responsibilities of the Principals and make them applicable to the school system for grades K-12;
 - recommend to the Board of Trustees appropriate policy, regulations and actions to achieve optimum conditions for positive learning;
 - develop and implement an effective “Code of Conduct” supportable by students, parents, staff and community;
 - demonstrate desirable standards of behavior through personal example;
 - provide each teacher with a copy of the Code of Conduct.

THE ROLE OF THE BOARD OF TRUSTEES

As the elected officials in charge of our schools, the Board of Trustees:

- adopts the policies governing La Cima , including this code of conduct;
- ensures that the code of conduct contains clear behavioral expectations and disciplinary consequences for students, staff and visitors;
- ensures that the code of conduct is clearly communicated to students, parents, staff and the school community;
- ensures that the code of conduct is implemented and enforced in a consistent, reasonable, fair and equitable manner;
- annually reviews the code of conduct and updates it as necessary.

CONDUCT OF VISITORS

In an effort to maintain a safe and healthy educational environment, all visitors to the school must sign-in at the Office. Visitors are expected to conduct themselves in a manner that does not disrupt the academic process and in accordance with the law and this Code of Conduct.

REPORTING CODE VIOLATIONS

1. TO SCHOOL PERSONNEL



Students, teachers and other School personnel are encouraged to report any violation of the Code of Conduct to the Principal or, in his/her absence, the Acting Building Principal. Teachers and other School personnel shall immediately report violent students to the Principal or Board of Trustees.

2. TO LOCAL LAW ENFORCEMENT AGENCIES

La Cima will report any acts of violence against persons that constitute a felony or misdemeanor and other violations of the Code of Conduct which constitute a felony to the appropriate local law enforcement agency when the actor is over the age of 16. When necessary, La Cima will file a complaint in criminal court against the actor.

3. TO HUMAN SERVICES AGENCIES

La Cima will report any violations of the Code of Conduct which constitute a crime when the actor is under the age of 16 to the appropriate human services agencies. When necessary, La Cima will file a juvenile delinquency petition or a person in need of supervision (PINS) petition in Family Court.

4. TO THE STATE EDUCATION DEPARTMENT

La Cima will report all disruptive and violent incidents to the SED annually in the VADIR report.

5. REMOVAL OF A STUDENT FROM THE CLASSROOM

The School has determined that certain acts of misconduct interfere with instruction and/or the

safety and welfare of students and staff. Although some incidents of misconduct may require removal from the classroom or suspension from school, effort will be made to deal with misconduct without removal from the classroom or suspension from school. This is in keeping with La Cima's goal of avoiding consequences that interrupt or interfere with learning. However, no child will be allowed to continue disrupting the instruction of the class or interfering with the safety of the school, its staff, students and visitors.

Teachers shall have the authority to remove a student from their classrooms whenever the student substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom. "Substantially disruptive" shall mean that the course of instruction has to be discontinued more than momentarily such that it breaks the continuity of the lesson, to address the disruptive conduct of the student. "Substantially interferes" with the teacher's authority over the classroom shall mean that the student has been insubordinate to the teacher in the presence of the class and has failed to obey the teacher's directives to cease and desist (e.g., at least two directives).

A teacher may remove a student for the remainder of the class upon the first event and for two days of class upon the second or third event. Upon the occurrence of a fourth event, a suspension shall occur.

Notwithstanding the above, in light of circumstances that warrant suspension, a suspension for substantially disruptive behavior may be implemented in addition to or in lieu of removal of the student from the classroom by the teacher.

Once the teacher determines that the student has been substantially disruptive or substantially interferes with the teacher's authority over the classroom:

- the teacher must speak with the student in class (or within 24 hours of removal where the student is unmanageable at the time of initial removal) to inform the student of the reason(s) for the removal;

- prior to removal from the classroom (or within 24 hours of removal where the student presents an ongoing threat of disruption or a continuing danger at the time of removal), the teacher shall inform the student of the basis for the removal and allow the student to informally present his/her version of the relevant events;
- the Principal or designee must be notified immediately, in writing, by the teacher of the student's removal from the teacher's class;
- the Principal or designee must inform the student's parent of the removal and the reasons therefore within 24 hours of the student's removal;
- upon request, the student and his/her parent must be given an opportunity for an informal conference with the Principal or designee to discuss the reasons for removal. If the student denies the charge(s), the Principal or designee must provide an explanation of the basis for the removal and allow the student and/or his/her parent an opportunity to present the student's version of the relevant events within 48 hours of the student's removal.
- the Principal or designee may not set aside the removal unless s/he finds that the charges against the student are not supported by substantial evidence or the student's removal otherwise violates law or the conduct warrants suspension from school and a suspension will be imposed.
- the Principal's/designee's determination on whether or not to support the teacher's removal of the student shall be made by the close of business on the day succeeding the 48-hour period for the informal Principal's removal conference. The teacher who causes the removal may be required to attend the Principal's conference at the Principal's discretion.

The Principal or a designee shall provide continued educational programming and activities for students who are removed from their classrooms.

STUDENT SUSPENSION PROCESS



The Board of Trustees, School Principal, or in his/her absence, an acting Assistant Principal, may suspend a student from school where it is determined that the student:

- is insubordinate or disorderly, or exhibits conduct which endangers the safety, morals, health or welfare of others; or
- is removed from a classroom for substantially disrupting the educational process or substantially interfering with the teacher's authority in the classroom four or more times in one semester.

In addition to the statutory grounds for suspension from school for conduct, students shall also be subject to suspension based upon a violation of the specific disciplinary infractions listed below.

A. PRE-SUSPENSION PROCESS

Prior to being suspended from school, the student shall be interviewed by a school official empowered to suspend, as referenced above, at which time the evidence upon which the decision to suspend is based shall be stated to the student and the student shall be given the opportunity to explain his/her version of the facts. The student shall also be afforded the right to present other persons to the suspending authority in support of his/her version of the facts. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, such confrontation shall occur following suspension, as soon thereafter as is reasonably practicable. In all cases, there shall be no suspension until after the informal Principal's conference, unless waived, as described in paragraph "C", below.

B. SUSPENSION PROCESS

Prior to a proposed suspension from school for between one and five days by a Principal or an acting Principal in the absence of the Principal, the student and his/her parent shall be notified, in writing, by personal delivery, express mail or overnight service, and by telephone, if possible, within 24 hours of the decision to propose suspension. Such written notice shall include a description of the incident(s) resulting in the suspension and shall inform the parent of their right to request an immediate informal conference with the Principal at which the student and/or his/her parent may present the student's version of the event and ask questions of complaining witnesses. Upon such request, an informal conference with the Principal and other parties involved shall be convened as soon as possible, [at which time the evidence, including the witness(es) relied upon by the Principal in making the suspension determination, may be questioned by the parent or guardian. The notice and informal conference shall be in the dominant language or mode of communication used by the parent. If the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

Any appeal brought by the parent of a student of a suspension must be presented to the Board of Trustees prior to filing any further appeal.

HEARING PROCEDURES

NOTICE OF HEARING

In the event of the suspension of a student, the notice of suspension will be mailed or delivered to the parent, who shall have a minimum of 48 hours notice of the time and place of the hearing,

as well as the nature of the charge(s) and the facts, sufficiently stated so that a proper defense may be placed upon the record on behalf of the student.

All notices of hearings shall contain provisions indicating that the student has the right to be represented by an attorney or lay counsel, that a transcript of the hearing will be prepared (tape recording or stenographic record) and that the student has the right to subpoena witnesses or otherwise present witnesses in his/her defense. The time, date and location of the hearing shall also be prominently set forth in the notice.

THE SUSPENSION HEARING

The hearing shall be conducted by the Principal or the Board or designee in the event of a suspension by a Principal, acting Principal; or the Principal. The hearing shall be conducted by the Board or designee in the event that the suspension originated by Board action.

At the beginning of the hearing, the Board or designee shall inform the student and the student's representative(s):

- that La Cima's and the student's representatives shall have the right to examine and cross-examine witnesses;
- that the student has the privilege against self-incrimination, but that if the student does testify, s/he shall be subject to cross-examination;
- that La Cima has the burden of proving the charges by a preponderance of the credible evidence;
- that a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and
- that the hearing shall be private or open to the public, as determined by the student's representative.

The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Board or designee shall inform the parties:

- that the case will proceed by having La Cima present its evidence through witnesses and other evidence first;
- that La Cima's witnesses shall be subject to cross-examination by the student's representative; and
- that the student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by La Cima's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Board or designee shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Board or designee shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion (at least 48 hours before the hearing), for consideration at the hearing, such record may be considered by the Board or designee in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Board or designee, upon the conclusion of the portion of the proceedings dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the



person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board or designee, shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded within the five school day period from the time of the initial suspension if the student is to be continuously suspended. The decision may be communicated to the student's beyond the five school day period in cases where the student has been reinstated to attendance in school pending the final determination on the charges and penalty by the Principal or the Board, in cases to be decided by them, respectively.

ALTERNATIVE INSTRUCTION

Pursuant to the Education Law, no student shall be suspended from school in his/her regularly scheduled classes without being provided alternative instruction, either in the form of home instruction or instruction in an alternative setting. Such instruction shall be of an equivalent nature to that provided in the student's regularly scheduled classes. La Cima provide such alternative instruction within 24 hours.

APPEALS PROCESS

The decision of the Principal with respect to the findings of fact sustaining charges in a suspension hearing and/or penalty determination shall be subject to appeal [or may be appealed] to the Board of Trustees. The Board shall review the record of the proceedings before the Principal, including a review of the transcript of the proceedings, documentary evidence and written arguments of the representatives of the respective parties, if any. The Board does not provide the representatives of the respective parties with the opportunity either to present



evidence not previously in the record or to make arguments in person before the Board.

DRESS AND GROOMING

Students are expected to dress and groom themselves in an appropriate manner. Students must be dressed in uniform/school colors throughout the school day and/or protective equipment as required for physical education classes, participation in athletics, science laboratories and home and careers skills lessons. The La Cima uniform/school colors consists of:

- Khaki or tan pants, shorts, or skirts.
- Cotton Maroon polo shirt
- Maroon sweaters.
- All black sneakers

La Cima works closely with families to ensure that students have sufficient uniforms for school, and that there is no financial hardship on families regarding purchase or maintenance of school clothing. Students cannot be disciplined for not being in uniform, nor can they be disallowed from class or school because of a uniform issue.

COMPUTER AND INTERNET USE

The following prohibited use of School-owned computer drives, network facilities and Internet links may give rise to disciplinary action against users of such equipment and/or facilities:

1. E-mail originating from the school premises or received at the school premises



that a student user creates that:

- is lewd, vulgar, obscene, indecent or inappropriate for student recipients of certain ages;
- conveys an imminent threat of violence, including sexual violence, to a specific individual or individuals;
- constitutes a state and/or federal crime;
- is the cause of or a substantial contributing factor to a substantial interference with the orderly functioning of the school(s); and,
- attributes the text of e-mail to school officials or that the text is school endorsed, unless there is such official endorsement or consent from school officials.

2. Internet use that circumvents access restrictions placed upon La Cima 's computer systems by the Board of Trustees or its administrative designee(s).

3. Computer and/or Internet use that is not school related or is unauthorized.

4. Permitting the use of a student's computer access code by any other person and such student shall assume responsibility for occurrences in violation of this code of conduct that occurs under the student's access code number.

SUSPENSION OF STUDENTS WITH DISABILITIES

A principal may suspend a student with an educational disability for a short-term (5 school days or less) in the same manner as non-disabled students may be suspended. A principal's designation of an Interim Alternative Educational Setting must be made in consultation with the student's special education teacher.



In the event that a student has a known disability or when school officials can be deemed to know, in accordance with law, that a student has a disability, La Cima will first proceed to conduct a §3214 disciplinary proceeding for any suspension of more than five days. The §3214 disciplinary proceeding will be held in two parts, first to determine the student's guilt or innocence on the charges and the second to determine the penalty.

If guilt is determined, before a penalty may be imposed, the following rules shall apply:

SECTION 504/TITLE II ADA DISABILITY

Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 (hereinafter "§504")/Title II of the Americans with Disabilities Act (hereinafter the "ADA"), the §504 multi-disciplinary committee (hereinafter the "§504 Committee") must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

1. If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.

2. If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the Board or designee.

Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School must continue to provide a free appropriate public education to students who have been suspended from school as required by the regulations implementing §504 (34 CFR §104 et. seq.) until the end of the school year in which the student reaches the age of 21.

IDEA DISABILITY

Before discipline may be meted out for a student classified or deemed to be known as having a disability under the Individuals with Disabilities Education Act (hereinafter "IDEA") [a student with an educational disability], the Committee on Special Education (hereinafter the "CSE") must make a determination of whether the conduct underlying the charges was a manifestation of the disability:

1. If the conduct is found to be a manifestation between the disability and the conduct, the §3214 proceeding must be discontinued (except for weapons, drugs and dangerous behavior) and the matter placed under the jurisdiction of the CSE for any further consideration. The CSE must register a referral and bring about an evaluation in the case of a student who may be deemed to be known as having a disability or, if the student is already classified under IDEA, it must consider possible program modification and disposition on a non-disciplinary basis.
2. If the conduct is not a manifestation, discipline may be imposed upon remand to the §3214 Hearing Officer (to be appointed by the Grievance Committee of the Board of Trustees). The relevant disciplinary procedures applicable to children without disabilities may be applied in the same manner in which they would be applied to children without disabilities, as long as the child continues to receive a free appropriate public education during any such term of suspension.
3. Where no manifestation finding is made and no suspected disability is determined to exist,



the matter shall be remanded to the §3214 Hearing Officer for a determination of penalty.

Any penalty imposed may not be based on past behavior for which a nexus determination was not made.

The School must continue to provide a free appropriate public education to students who have been suspended from school. The Principal's determination of an Interim Alternative Educational Setting must be made in consultation with the student's special education teacher.

SUSPENSIONS FOR MISCONDUCT INVOLVING WEAPONS AND/OR DRUGS

A student classified or deemed to be known as having an educational disability under IDEA may be suspended and placed in an interim alternative educational setting for up to forty-five (45) calendar days (less if the discipline is for a non-disabled student would be less), if the student carries a weapon to school or a school function, or knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school or a school function.

1. In accordance with law, the term "weapon" means "a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2 inches in length."

2. In accordance with law, the term "illegal drugs" means controlled substances but not those legally possessed or used under the supervision of a licensed health care professional or other permitted authority under the Federal Controlled Substances Act or under any other provision of Federal law. Controlled substances are drugs and other substances identified under schedules set forth in applicable Federal law provisions.

Before a student is suspended and placed in an interim alternative educational setting for up to 45 calendar days, as determined by the Board of Trustees via §3214(3) Education Law proceedings, for behavior involving weapons and/or drugs, the CSE must conduct a manifestation determination and a functional behavioral assessment, as well as implement a behavioral intervention plan that addresses the behavior underlying the disciplinary proceeding or review any such pre-existing plan for modification, if necessary.

1. Placement in an Interim Alternative Educational Setting as a result of conduct involving weapons and/or drugs is not contingent upon a CSE determination that the misconduct is not related to the student's disability.

2. It is up to the CSE to determine what would constitute an Interim Alternative Educational Setting that would meet the requirements of the student's IEP and enable the student to participate in the general curriculum (although in another setting). Such decision shall be communicated to the Board of Trustees for the implementation of the discipline.

The exception allowed for the suspension/removal of students with educational disabilities for up to 45 calendar days for conduct involving weapons and/or drugs does not apply to students whose disabilities are founded solely upon §504/Title II ADA.

Such an interim alternative educational setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

DANGEROUS STUDENTS

To continue the suspension of a student classified or deemed to be known as having an educational disability under IDEA for more than 10 school days, the School may initiate a hearing before a special education impartial hearing officer who can order the placement of the



student in an interim alternative setting for up to 45 calendar days.

1. The CSE must conduct a manifestation determination within 10 school days of the initial disciplinary action. Placement in an Interim Alternative Educational Setting as a result of dangerous behavior is not contingent upon a CSE determination that the misconduct is not related to the student's disability.
2. It is up to the CSE to determine what would constitute an Interim Alternative Educational Setting.
3. The hearing officer may grant such if maintaining the student in the current placement is substantially likely to result in injury to the student and/or others, and the School has made reasonable efforts to minimize the risk of harm in the current placement. The hearing officer must also consider the appropriateness of the student's current placement and whether the interim alternative educational setting meets all the requirements of the student's IEP, including continued participation in the general curriculum (although in another setting) with an appropriate behavioral component.

Such an Interim Alternative Educational Setting shall be deemed the student's "stay put" placement during the pendency of any due process proceedings contesting the interim alternative educational setting for the duration of the interim placement.

DECLASSIFIED STUDENTS

In accordance with law, the CSE must conduct a manifestation determination in the case of a student with an educational disability who has been declassified if the disciplinary matter involves behavioral problems.

DISCIPLINARY MEASURES

The following shall constitute appropriate disciplinary measures authorized by this Student Code of Conduct:

1. Warnings (oral or written).
2. Detention.
3. In-school suspension.
4. Suspension from school for up to five (5) school days.
5. Suspension from school for at least one (1) year for possession of a weapon pursuant to the Gun-Free Schools Act of 1994 (subject to the right of the Principal to modify such penalty) or, in the case of a student with a disability whose possession of a weapon is determined not to be related to his/her disability, placement in an interim alternative educational setting for a period of up to forty-five (45) days.
6. Placement in an interim alternative educational setting for a period of up to forty-five(45) days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance at a school or a school function is determined not to be related to his/her disability.
7. Permanent suspension (Expulsion).

INFRACTIONS WITH PENALTY REFERENCES

1. Disturbances which disrupt instruction. (1, 2, 3, 4)



2. Repeatedly disruptive and/or substantially interferes with the teacher's authority in class, giving rise to removal on four or more occasions per semester (4)
3. Abusive language and/or indecent gestures directed at staff, students or visitors on school grounds or at school functions (1, 2, 3, 4)

4. Carelessness in failing to follow school rules and staff directions. (1, 2, 3, 4)
5. Possession or dissemination of obscene materials (1, 2, 3, 4)
6. Smoking or other tobacco use on campus or at school functions (1, 2, 4)
7. Cheating in any academic, extra-curricular or co-curricular activity. (1, 2, 3, 4)
8. Abusive and/or indecent language and/or gestures directed at school employees or students on school grounds or at school functions which provoke a fight (2, 3, 4)
9. Willful failure to obey the reasonable directives of school staff (insubordination), including directives not to engage in conduct otherwise referenced as an infraction in this code and for failing to notify a parent of assignment to detention (1, 2, 3, 4)
10. Fighting between students where no dangerous instruments are involved and no person is injured in the altercation (2, 3, 4)
11. Fighting between students where harm is caused to one or more of the combatants (3, 4, 8)
12. A fight involving the use or threatened use of a dangerous or deadly weapon (4, 6, 8)
13. Any violent act against a teacher or other staff member, as described in this code (8)
14. Any violent act against another student or person in the schools or at a school function, as described in this code (8)
15. Possession of dangerous or deadly weapons on school property (6, 8)
16. Possession of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which the individual believes or represents to be such drugs or alcohol, at school or at school functions (4, 7, 8)
17. Use of illegal drugs, dangerous drugs, counterfeit drugs or alcohol, or a substance which

- the individual believes or represents to be such drugs or alcohol, at school or while attending school functions (4, 7, 8)
18. Sale or other distribution of illegal drugs, alcohol or counterfeit drugs, or a substance which the individual believes or represents to be such drugs or alcohol, at school or while at school functions (7, 8)
 19. Possession of fireworks on school property or at school functions (4)
 20. Use of fireworks while on school property or at school functions (4, 6, 8)
 21. Commission of conduct which constitutes a misdemeanor while on school property or at a school function (4)
 22. Commission of conduct which constitutes a felony while on school property or at a school function (4, 8)
 23. Gambling (3, 4)
 24. Hazing (4)
 25. Lewd behavior (3, 4)
 26. Extortion (4, 8)
 27. Plagiarism (3, 4)
 28. Arson (4, 8)
 29. Intentional destruction of school property (3, 4, 8)
 30. Theft of school property (4, 8)
 31. Mental or physical condition which endangers the health, safety and/or welfare of the student or others (3, 4, 8)
 32. Use or possession of beepers, cellular phones, listening devices for the purpose of accessing recreational music, lighters, light or laser pointers, hand held video games or other electronic devices during the school day (Confiscation, 2, 3)
 33. Violation of computer use policy (1, 2, 3, 4, Suspension of Computer Privileges)
 34. Class, study hall, homeroom, teacher detention, administrative detention cuts. (2, 3)
 35. Eating or drinking outside of lunch periods or where prohibited (1, 2)

36. Activation of a false alarm, bomb threat or other disaster alarm (6, 7)
37. Forgery or fraud (3, 4)
38. Harassment (sexual, racial, etc.) (2, 3, 4, 6, 7)
39. Intimidation or coercion (3, 4, 7)
40. Leaving campus without authorization (3, 4)
41. Parking in unauthorized areas (1, 2, 3)
42. Public displays of affection beyond hand holding (1, 2, 3)
43. Tardiness to class/school (1, 2, Lunch detention)
44. Unauthorized absence from school (1, 2, 3)
45. Theft of personal property (2, 3, 4)
46. Trespassing while suspended from school (4)

THE REPEATING OF AN INFRACTION MAY LEAD TO THE IMPOSITION OF THE NEXT MEASURE OF DISCIPLINE.

PUBLIC CONDUCT ON SCHOOL PROPERTY

The Board of Trustees recognizes that the primary purpose of the School is to provide a superior atmosphere for learning and education. Any action by an individual or group(s) aimed at disrupting, interfering with or delaying the education process or having such effect, is prohibited. The Board also recognizes its responsibility to protect school property and declares its intent to take any and all legal action to prevent its damage or destruction. The Board will also seek restitution from, and prosecution of, any person or persons who willfully damage school property.

These rules govern the conduct of students, parents, faculty and other staff, other visitors,



licensees, invitees, and all other persons, whether or not their presence is authorized, upon district property, and also upon or with respect to any other premises or property (including school buses) under the control of La Cima and used in its instructional programs, administrative, cultural, recreational, athletic, and other programs and activities, whether or not conducted on school premises.

PROHIBITED CONDUCT

No person, either singly or in concert with others, shall:

- willfully cause physical injury to any other person, or threaten to do so, for the purpose of compelling or inducing such other person to refrain from any
- act which s/he has a lawful right to do, or to do any act which s/he has a lawful right not to do;
- intimidate, harass or discriminate against any person on the basis of race, creed, color, national origin, religion, gender, age, marital status, sexual orientation or disability;
- physically restrain or detain any other person, or remove such person from any place where s/he is authorized to remain;
- willfully damage or destroy property of La Cima or under its jurisdiction, or remove or use such property without authorization;
- without permission, expressed or implied, enter into any private office of an administrative officer, member of the faculty or staff member;
- enter upon and remain in any building or facility for any purpose other than its authorized uses or in such manner as to obstruct its authorized use by others;
- without authorization, remain in any building or facility after it is normally closed;
- refuse to leave any building or facility after being required to do so by an authorized administrative officer, member of the faculty or staff member, or member of the Board of



Trustees;

- obstruct the free movement of persons and vehicles in any place to which these rules apply;
- deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures and meetings or deliberately interfere with the freedom of any person to express his/her views, including invited speakers;
- knowingly have in his/her possession upon any premises to which these rules apply, any rifle, shotgun, pistol, revolver, or other firearm or weapon without written authorization of the chief administrative officer, whether or not licensed to possess the same has been issued to such person;
- and/or willfully incite others to commit any of the acts herein prohibited with specific intent to procure them to do so.

PENALTIES AND PROCEDURES

A person who shall violate any of the provisions of these rules shall be subject to the following penalties and procedures:

- If a licensee or invitee, his/her authorization to remain upon the grounds or other property shall be withdrawn and s/he shall be directed to leave the premises. In the event of failure to do so, s/he shall be subject to ejection.
- If trespasser or visitor without specific license or invitation, s/he shall be subject to ejection and/or arrest.
- If s/he is a student, s/he shall be subject to disciplinary action as the facts of the case may warrant, as prescribed by §3214 of the Education Law and the Student Code of Conduct.
- If a faculty member, s/he shall be subject to disciplinary action as prescribed by and in

accordance with procedures of the Education Law and the collectively negotiated agreement.

- If a staff member in the classified service of the civil service, described in §75 of the Civil Service Law, s/he shall be guilty of misconduct and subject to the penalties and procedures prescribed in said section and be subject to ejection.
- If a staff member other than one described above, s/he shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement.

ENFORCEMENT PROGRAM

1. The Board of Trustees shall be responsible for the enforcement of these rules, and s/he shall designate the other personnel who are authorized to take action in accordance with such rules when required or appropriate to carry them into effect.

2. In the case of any apparent violation of these rules by such persons, which, in the judgment of the Principal or his/her designee, does not pose any immediate threat of injury to person or property, such officer may make reasonable effort to learn the cause of the conduct in question and to persuade those engaged therein to desist and to resort to permissible methods for resolution of any issues which may be presented. In doing so such officer shall warn such persons of the consequences or persistence in the prohibited conduct, including their ejection from any district properties where their continued presence and conduct is in violation of these rules.

3. In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Principal or his/her designee shall cause the ejection of the violator from any premises which s/he occupies in such violation and shall initiate



accordance with procedures of the Education Law and the collectively negotiated agreement.

- If a staff member in the classified service of the civil service, described in §75 of the Civil Service Law, s/he shall be guilty of misconduct and subject to the penalties and procedures prescribed in said section and be subject to ejection.
- If a staff member other than one described above, s/he shall be subject to discipline in accordance with law and any applicable collectively negotiated agreement.

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3. In any case where violation of these rules does not cease after such warning and in other cases of willful violation of such rules, the Principal or his/her designee shall cause the ejection of the violator from any premises which s/he occupies in such violation and shall initiate

disciplinary action hereinbefore provided.

4. The Principal or his/her designee may apply to the public authorities for any aid which s/he deems necessary in causing the ejection of any violator of these rules and s/he may request the Board's Counsel to apply to any court of appropriate jurisdiction for any injunction to restrain the violation or threatened violation of such rules.

This code and the penalties set forth herein are not considered to be inclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal or state law or local ordinance and the imposition of a fine or penalty provided for therein.



TEAM HANDBOOK 2011-2012

This handbook is an excerpt and explanation of the policies that govern personnel at La Cima Elementary Charter School. The personnel policies may be amended by the Board of Trustees at any time, with a copy of any changes provided to all team members within 90 days. It is reviewed, at minimum, annually by the Board of Trustees. The Principal may make recommendations to the Board for changes at any time.





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NON-DISCRIMINATION

POLICY

La Cima Elementary Charter School does not discriminate against any person because of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status and takes action to ensure that applicants and team members are treated fairly. The School will comply with all applicable federal, state, and local laws, ordinances, orders, and rulings governing equal employment opportunity. It is the intent of La Cima to comply with the terms of the Americans with Disabilities Act.

AFFIRMATIVE ACTION PLAN

In our commitment to affirmative action, La Cima adopts a policy of equal opportunity for all persons regardless of race, creed, sexual orientation, gender, national origin, political affiliation, physical or mental handicaps, religion, or age. La Cima has established an Affirmative Action Program in order to insure active compliance with this important policy. This program will take positive steps to remove discrimination from all internal practices including, but not limited to, intake, outreach, provision of services, referrals, follow-ups, as well as employment related practices including, but not limited to, recruiting, advertising, hiring, promoting, demotion, transfer, layoffs, termination, rates of pay, compensation, training, or apprenticeships.

Any employee who engages in a discriminatory practice shall be subject to disciplinary action.

REVIEW

The Board of Trustees or its designated committee will review La Cima's affirmative action report(s) on an annual basis.

CONFLICT OF INTEREST

Team members will not accept employment outside La Cima that will conflict with their job responsibility or the interests of La Cima.

No employee, officer, or agent of La Cima shall participate in the selection, award, or administration of a contract supported by federal funds if there is a conflict of interest or the appearance of conflict of interest.

Officers, team members, or agents of La Cima shall not solicit or accept gratuities, favors or anything of monetary value for personal gain from contractors, potential contractors or parties to sub-agreements. No person may offer to give any officer or



employee of any funding source any item of value pursuant to an understanding that such officer's or team member's vote, official action or judgment would be influenced thereby.

TEAM MEMBERSHIP

CARE PRINCIPLES

Teammembers are expected to honor their commitment to live and teach the values and principles of La Cima Elementary Charter School.

Community, Accountability, Reconciliation, Effective Effort.

We will fully commit to La Cima Elementary and our scholars in the following ways:

- We will teach and do whatever it takes to support them in developing the intellectual capacity, the social capital and emotional strength of character to be personally successful, and to act as effective change makers in their communities.
- We will always work to improve our craft to best meet the needs of our students and teammates.
- We will be available to parents and students by phone and in person.
- We will arrive on time as assigned each day, and work hard each day.
- We will participate fully in grade level meetings and team development meetings.
- We will teach at La Cima Elementary through the school year, during the summer when necessary and attend professional development sessions during the summer.
- We will live and teach the values of La Cima Elementary every day.

We understand that if these commitments are not met, we will receive consequences, including possibly being released.

GIFTS AND GRATUITIES:

Team members of La Cima are prohibited from accepting gifts, money or gratuities in any form from persons receiving benefits or services from the organization or from persons performing services under contract to the organization, or otherwise in a position to benefit from a team member action.

If speeches or any consulting services are given by a team member as a representative of La Cima, such donations shall be the property of the organization.



DRUG FREE WORKPLACE

La Cima promotes and requires a drug and alcohol free workforce. La Cima will assist team members in obtaining any assistance they may need, while ensuring the safety of other team members, children and families. To this end, team members are advised of the following conditions of employment regarding drugs and alcohol.

Reporting for work under the influence of alcohol or other controlled substance or use of alcohol or other controlled substances during working hours is prohibited and cause for immediate termination.

Team members are required to notify La Cima of any criminal drug statute conviction occurring in the workplace no later than three days after such conviction.

Team members who are convicted of a drug statute violation during their scheduled working hours will face a personnel action that may include termination. Workplace shall include any building, vehicle, and any other location where the employee is working or serving as a representative of the organization.

It is a supervisor's obligation to approach a team member s/he feels may be having some type of problem that affects performance, attendance, or a team member's ability to properly represent the organization. La Cima supervisors may not nor are they qualified to diagnose problems, but they are responsible for reporting incidences of unexplained employee behavior and changes in job performance.

As a condition of employment we may require, at our discretion, a drug test. We also reserve the right to conduct random drug testing once a year of one or all team members.

EMPLOYEE CONDUCT

CONFIDENTIAL INFORMATION

During the course of fulfilling job requirements, team members may acquire confidential information from student records, correspondence, conversations, or other documentation. Discussion of such information, even on a casual basis with anyone, violates family, student or employee privacy and may compromise La Cima's operations. Inquiries regarding confidential information should be tactfully referred to the Principal and personal opinion should not be given to others regarding families, students or team members. Release of confidential information requires the signed authorization as necessary of a family or team member. Release of confidential information without such authorization may subject team members to dismissal and/or criminal charges.



During orientation, team members will sign a statement indicating they understand, acknowledge and will comply with this confidentiality policy.

MEDIA CONTACTS

Calls responding to a press release should be forwarded to the contact person listed on the press release. General questions about La Cima's services may be directed to the appropriate department head. Inquiries regarding any incident or other news report should be referred to the Principal or her designee.

CONFLICTS OF INTEREST

Team members are not permitted to accept part time work, voluntary assignments, or any other employment, nor are they permitted to participate in activities that in any way whatsoever conflict with their La Cima responsibilities and/or mission of the organization. As a team member of La Cima each individual's primary responsibility is to the organization. Regular, part-time team members shall schedule employment or involvement outside the organization only at those times they are not scheduled to be working for La Cima.

PROFESSIONAL APPEARANCE

All La Cima team members are expected to maintain a professional appearance on the job that is reflective of the professional nature of the organization. Team members' appearance must be neat, clean and professional at all times. **Business casual** is the typical attire during school hours, and professional attire is appropriate for meetings, including meetings with families. On professional development days, casual attire (regular/outside of work clothes) is permitted, unless an individual has a meeting with a family or external party. Flip flops, tank tops, stretch pants, and jeans are not acceptable attire. For some general guidance about clothing that is and is not considered business casual, please see:

http://humanresources.about.com/od/workrelationships/a/dress_code.htm

http://en.wikipedia.org/wiki/Business_casual

SEXUAL HARASSMENT

La Cima will not tolerate any inappropriate conduct whether written, verbal, emotional, physical, gesture or body language that constitutes in any way sexual harassment toward a team member, parent, or family member, volunteer or others working in some capacity for La Cima.



The Equal Employment Opportunity Commission has issued regulations that explicitly forbid sexual harassment, and the Commission has established three criteria for determining what constitutes unlawful sexual harassment.

"Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made, either explicitly or implicitly, a term of condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such an individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment."

Sexual harassment refers to both males and females. Individuals may be sexually harassed even though the other individual may not feel that she/he is harassing anyone. If work performance is interfered with, or the individual feels that s/he is working in a hostile environment, the action may be considered sexual harassment.

Sexual harassment does not include compliments paid to other team members that are considered socially acceptable. However, behavior that is not welcome by another individual, that the individual finds personally offensive, that lowers morale and that ultimately affects effectiveness on the job, is considered sexual harassment. It includes any comment, statement or joke which has sexual content that a team member finds offensive, even if not directed at the employee.

All allegations of sexual harassment will be acknowledged and appropriate action will be taken. A team member who feels s/he has been harassed or has witnessed harassment should direct their allegation to the Principal or her designee who will begin an immediate investigation. Such investigation may include, but not be limited to, questioning both the individual against whom the allegation is made and the individual making the complaint as well as any witnesses. The appropriate management team member in the organization will be notified that a complaint has been filed. The employee against whom the allegation is made may be suspended during the investigation.

The Principal or her designee shall complete the investigation within ten working days, consult with outside legal counsel and the Chairperson of the Board of Trustees, and take appropriate action.

If a team member who feels s/he has been sexually harassed by the Principal the complaint is to be filed with the Chairperson of the Board of Trustees. The investigation and subsequent actions will then be taken by the Board.

OTHER PROHIBITED HARASSMENT

This policy also prohibits harassment of any kind toward another individual for any reason, including for reasons of race, creed, age, handicap, marital status, ancestry, sexual orientation, arrest or conviction record or membership in the military reserve. Such harassment is defined as any type of verbal or physical conduct by a supervisor or co-worker that has the purpose or effect of creating an intimidating, hostile or offensive work environment or interferes with an individual's work performance.

Team members who feel they have been subjected to or witnessed any form of prohibited harassment should report the situation immediately to the Principal or her designee. The Principal will investigate immediately and complete the investigation within ten calendar days. The appropriate management team member shall be notified that a complaint has been filed.

If the employee feels s/he has been subjected to harassment by the Principal, the report should be made to the Chairperson of the Board of Trustees. The investigation and subsequent actions will be taken by the Board.

A team member against whom the allegation of harassment is made may be suspended during any investigation.

Upon review of the facts, and upon consultation with outside legal counsel if necessary, the Principal will present findings and recommendations to the Chairperson of the Board of Trustees. If such findings are that the employee has been subjected to any form of harassment, appropriate disciplinary action will be taken, including termination, if warranted.



TEAM DEVELOPMENT

CAREER DEVELOPMENT

La Cima will provide its team members with opportunities for professional development, within its resources and/or if funds will allow it.

TRAINING

In-service training will provide team members with the skills, training and experience necessary to enable job performance. Attendance at approved training is recognized as an important means for team development. In-service may be mandatory at the Principal's discretion based upon workload, time schedule and need for such training.

CONFERENCES

In order to encourage professional development, team members shall be eligible for attendance at professional conferences as approved by the Principal as within the limitation of funds availability. Team members may also, with approval from the Principal, attend professional conferences or conventions on La Cima's time at their own expense.

The Principal and any member of the Board of Trustees may also be eligible to attend conferences and to be reimbursed for expenses upon approval of the Chairperson.

POSITION CHANGES

Opportunities for position changes from within will be given before opening positions to the public. A position change or promotion from within may occur without opening a position. Personnel records will be reviewed to determine if the employee meets the qualifications to perform the job in addition to other potential procedures.

PERFORMANCE EVALUATION

Performance evaluation is designed to improve the team member's understanding of job objectives and performance standards and to encourage employee development.

A written performance evaluation of each new employee will be performed by his/her immediate supervisor every year on or around the team member's anniversary date. A supervisor may evaluate a team member when there is documented concern about the team member's performance as a prerequisite to any type of performance related action to be taken.

PERSONNEL RECORDS:

Personnel records, by individual, shall be maintained by the Principal or her designee. Each file shall contain the complete history of the person's employment, starting with the application and including all subsequent actions including an acknowledgement signed by the employee of their agreement with these personnel policies. Team members have access to their own personnel file and may review and copy the contents of the file in the presence of the person charged with maintaining such files. The individual personnel file is regarded as confidential material and shall be treated as such. No information will be released without the team member's written consent to release except in the case of investigations conducted by law enforcement or similarly empowered agencies and organizations.

PAYROLL AND WORK SCHEDULES

PAY DAY:

Pay checks are issued twice a month, on the 15th and 30th of the month. When a pay day falls on an official holiday, checks shall be issued the preceding day. If pay day falls on Saturday, checks will be issued on Friday; if pay day falls on Sunday, checks will be issued on Monday.

SALARY ADVANCES:

No advances will be granted to any employee under any circumstances.

WORK SCHEDULE:

The standard work week for La Cima teachers will be Monday 7:15 a.m. to Friday, 5:00 p.m..

The normal working hours of La Cima are from 7:15 a.m. to 5:00 p.m. Some team members (particularly School Administration and Operations Staff) may follow a different schedule at the discretion of the Principal or her designee.

Team members must report on time and ready to work as per the schedule authorized by their supervisor. Team members must inform their immediate supervisor by 6 am or as soon as possible if they will not be able to report to work on time, or will be unable to report for a full day. Good and sufficient reason must be provided for any tardiness or absence.

EMPLOYEE BENEFITS

All of the following benefits apply to regular full-time personnel, and as stated for regular part-time team members:

LEAVE BENEFITS

PAID DAYS OFF

Teachers and other Instructional Team members

Teachers and other Instructional Team members may take up to three days as vacation or personal days during the academic year – that is, while school is in session or during required professional development days. When school is not in session or there is not a required professional development day, teachers or paraprofessionals have the day off without counting against these three days.

The School does also understand that teachers and paraprofessionals may occasionally, and unexpectedly, get sick. The School requires a doctors' note whenever a team member is out on sick leave for three (3) or more consecutive days. The School also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion, that such absence is not due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). If a teacher or counselor, misses more than 10 days during an academic year (including sick and personal/vacation days), the teacher will be docked one day's pay for every day missed over 10.

Sick days off should only be used when a team member is ill, or caring for an ill family member. Paid Days off have no cash value if not used. Days do not "roll over" from year to year.

School Administrators and Operations/Business Team

Administrators and operations/business team (including, Principal; , Deans of Curriculum and Instruction or School Culture; Operations' Director, Manager, Associates, Assitants, Business Manager and Associates; Learning Support Coordinator; School Counselor and other non-instructional positions) may take the "winter and mid-winter break" designated by the school (December 23 – January 1 and February 20-24) as paid time off. In addition, school administrators and operations team members may take up to fifteen (15) sick/personal/vacation days during the fiscal year (July 1 to June 30). Of these fifteen (15) days, administrators and operations team members may take a maximum of three (3) personal or vacation days per school year while school is in session or on days where there is required teacher professional development. If



administrators or operations team members choose to take vacation at a time when the School is not in session, with the exception of the winter break, these days will count as personal or vacation days.

Given the nature of the job, it is not always practical or feasible for the administrators and operations/business team members to take the full fifteen (15) days.

Given the intense work times during the summer months, principals and operations team members should plan to take no more than ten (10) days during June, July, and August. With the exception of summer, operations team members are encouraged to schedule vacation when the school is not in session and should work with the principal or his/her manager to determine the most appropriate times to take vacation and personal days.

If an administrator or operations team member misses more than fifteen (15) total days in a year, the administrator or operations team member will be docked one day's pay for every day over fifteen (15) that he/she misses.

Sick Days Off should only be used when a team member is ill, or caring for an ill family member. Paid days off have no cash value if not used. Days do not "roll over" from year to year.

REQUESTING PERSONAL DAYS AND VACATION DAYS

Team members should provide at least two (2) weeks' notice to use personal or vacation days. The team member's supervisor reserves the right to deny such requests. Notice of the need to take paid days off shall be provided to the appropriate business/operations staff. If a team member needs to take a personal day due to an emergency situation, and cannot provide the School with two (2) weeks' notice he or she must contact the Principal as soon as possible.

TEAM ABSENCES

TEACHER ABSENCES AND SUBSTITUTIONS

Given that we hold our students to high attendance standards, it is critical that our team members are here every day. When a teacher or administrator is out, it creates inconsistencies and stress for students and colleagues. If a teacher or administrator needs to be out for a personal day, please notify (in writing) and obtain approval from the principal at least two weeks in advance. The School will do its best to try to accommodate the team members' needs. If you will be out because you are sick, please call, email and text the principal and operations manager by 6:00 that morning. You must speak with someone and verify that your message was received.

We ask teachers to schedule doctor appointments and other appointments on days that school is not in session – or during teacher prep periods. If a teacher needs to miss a



class for an appointment, it is the teacher's responsibility to arrange for coverage for the class by asking teachers who do not teach that block to cover the class. In extreme circumstances, the principal will make arrangements for you. In general, however, teachers are responsible for arranging for teaching coverage for a planned absence. Teachers should be sure to notify the principal if they will be out and who is covering their classes/duties.

Because school culture is a collective responsibility, and we realize that having an external substitute will impact the entire community, we have a strong preference for "internal" substitution – and we have a collective responsibility to ensure that we miss class only in rare circumstances and that we help to "pick up the slack" when our colleagues are out. Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

NON-TEACHER ABSENCE

If a non-teaching employee cannot avoid being late to work or is unable to work as scheduled, he or she should notify the Director of Operations as soon as possible, and preferably by no later than 6 a.m. on the day of the absence or tardiness. An absent or tardy employee must speak to the Director of Operations on the telephone or leave a message with a number where he or she can be reached. Team members who must leave work early are required to notify, and obtain approval from their supervisor or Principal before leaving school.

We ask team members to try to schedule doctor's and other appointments during days in which school is not in session.

EXCESSIVE ABSENTEEISM OR UNAUTHORIZED POOR ATTENDANCE WILL LEAD TO DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION OF EMPLOYMENT. FAMILY AND MEDICAL LEAVE

The purpose of Family and Medical Leave is to provide team members with the opportunity to take unpaid leave time with the guarantee of his/her job upon return. Leave may be taken for birth, placement for foster care or adoption, to care for a partner, son, daughter, parent or anyone who resides in the team member's household with a serious health condition. It may also be taken due to a serious health condition of the employee including mental health and shall be for up to twelve weeks per calendar year.

PARENTAL LEAVE

La Cima Charter School team members who have been employed for more than 2080 hours in the preceding year are eligible for Parental Leave.



Eligible workers may take up to 6 weeks paid Parental Leave in a 12 month period for the birth or adoption of a child.

Expectant parents are required to submit to the Principal a written certification from a medical doctor indicating the expected delivery date. The employee shall notify the Principal, in writing and thirty days before the date noted on the medical certification, as to his/her intentions of returning and when s/he can be expected to return to full employment.

The employee can apply for additional unpaid Parental Leave that may be granted for good cause and at the discretion of the Principal.

Under this policy, accrued sick leave must be utilized until it is exhausted before unpaid Parental Leave is used. The total accrued and unpaid time shall not exceed 12 weeks.

All health benefits shall be maintained at the same rate during the Parental Leave whether the leave is paid or unpaid.

JURY DUTY

La Cima regards jury duty as a responsibility that every team member should accept. Team members are required to submit to their supervisor a copy of the notice from the court. The supervisor should place the document in the team member's personnel file. Team members who are called to jury duty will receive their regular pay and must not retain any amounts they receive for their services to the court. A team member who is dismissed early by the court should report to work for the balance of the working day, if practical.

BEREAVEMENT LEAVE

In the event of death in the immediate family, hereby defined as parents, grandparents, siblings, spouse, children, parents-in-law, grandchildren and any individual residing in the team member's household, up to a three (3) day leave of absence with pay may be taken by regular team members.

If the death of the family member requires travel of over 500 miles one way, up to two days extra leave may be granted for travel purposes. The employee must provide appropriate documentation such as airline ticket, obituary notice or death certificate.

Funeral leave must be used at the time of death of the family member for the purpose of the funeral and burial and cannot be used later or for the death of a non-immediate family member.



LEAVE WITHOUT PAY

All other leaves are without pay and must be authorized in advance in writing by the Principal. Leave without pay is limited to no more than three (3) months (90 calendar days), unless exceptional circumstances warrant an additional extension, in the opinion of the Principal.

No benefits accrue during leaves without pay. The employee shall pay full cost of health/life insurance during leaves.

Team members in the military reserves who are required to participate actively for two weeks out of the year shall be granted leave without pay. Other requests are approved at the Principal's discretion.

MEDICAL INSURANCE

- a. Medical coverage for regular full time team members shall be provided by La Cima. Detailed information about the plan will be provided to all eligible team members who work more than 30 hours per week.
- b. Vision and Dental coverage are also available.
- c. Insurance coverage shall be available the first day of employment.

PENSION PLAN

Please see 401K Summary Plan Description for pension plan benefits.

WORKER'S COMPENSATION INSURANCE

All team members are covered by Worker's Compensation Insurance paid entirely by the School. Anyone sustaining injury while engaged in work for the School shall report immediately to his/her supervisor and the Principal to protect the team member's and the School's interest under the scope of Worker's Compensation.

FICA/MEDICARE INSURANCE:

All team members, full-time and part-time, regular and temporary, are covered by Social Security as required by law.

UNEMPLOYMENT/SHORT TERM AND LONG TERM DISABILITY INSURANCE

The School provides coverage under and according to any unemployment compensation regulations of New York State. The School provides short and long term disability insurance.



EMPLOYEE EXPENSES

REIMBURSEMENT POLICY:

Team members shall be reimbursed for on-the-job expenses, subject to the conditions established by the budget of La Cima, the policies of its funding sources, and with prior approval by the Principal.

OUT-OF-TOWN EXPENSES:

Out-of-town expenses will be paid for only when previously authorized by the Principal.

Per diem payments, if any, will be reimbursed only when the employee stays overnight in a location other than their home base area, for official La Cima business.

Per diem payments on meals, if any, may not exceed an amount set by the Principal and receipts will still be required for payment of such per diem.

Lodging: The limit of reimbursement will depend upon the current market prices in the area where the employee is going, and sufficient justification must be presented to the Principal to approve such reimbursement.

No expenditures on alcoholic beverages or entertainment will be reimbursed.

The Principal shall, from time to time, issue directives for out-of-town travel expenses guidelines.

AUTOMOBILE EXPENSES

Team members shall be reimbursed on a mileage basis, at the rate authorized from time-to-time by the Principal, while using their personal cars in carrying out authorized work activities. Reimbursement can also be done with a flat weekly fee at the discretion of the Principal.

All team members who receive mileage reimbursement are required to carry and provide proof of insurance coverage to La Cima and carry at least the state minimum of liability insurance, and a valid driver license.

REIMBURSEMENT PAYMENTS

The employee shall submit a claim or voucher to the Principal, together with appropriate supporting documents, for approval prior to payment by La Cima.



All claims or vouchers must be submitted no later than 30 days following the date in which the expense occurred, unless an exception is made by the Principal or the Business Manager.

DISCIPLINARY ACTIONS

Team members are expected to abide by the rules, regulations, policies and procedures, and most importantly, the Principles of La Cima. Violations of either may result in disciplinary action which is to be imposed by the Principal or her designees.

Depending on the circumstances of the violation, the following Disciplinary Actions could apply:

Verbal: The verbal confirmation of violation of protocol, procedure, or Principle is issued by the immediate supervisor and should be documented in the department file.

Written: The employee is issued a written confirmation of violation. This written confirmation will include the nature of the violation and must be signed by both the employee and the immediate supervisor. The letter shall indicate any previous documentation of violation – verbal or written – given to the employee on this matter. The letter should be issued in the presence of and signed by a witness. A team member may refuse to sign the letter, but a copy is to be provided to him/her and the employee is to be told that the letter will still be placed in the personnel file. A copy of the letter is to be given to the supervisor and Principal.

Disciplinary Probation: Probation shall be in writing from the immediate supervisor, signed by the employee, the supervisor and approved by the Principal. The probation letter must contain the specifics of the violation and the criteria that must be met for the employee to be released from probation. A copy will be kept in their personnel file. Disciplinary probation may be up to but not exceed 90 days in length. The probation letter must indicate that failure to comply with the terms of the release from probation will subject employee to termination of employment.

Suspension: All suspensions are without pay.

Suspensions may be issued at any time for serious violations of La Cima's policies, procedures and Principles. This action may only be taken by the Principal with a written notice to the employee. Designees of the Principal may issue suspensions in his/her absence.



TERMINATIONS

VOLUNTARY RESIGNATION

La Cima requests a minimum 2 week notice of voluntary resignation of employment. For management level positions, a thirty day notice is requested.

INVOLUNTARY TERMINATION

All team members of La Cima are team members at will and may be terminated at the will of the Board of Trustees, the Principal or her designee. The Principal serves at will of the Board of Trustees. Nonetheless, La Cima provides the following, in order to provide guidance to team members as to what is acceptable conduct.

Involuntary terminations may occur for any of the following reasons:

- Unsatisfactory work performance.
- Not living and teaching the Values and Principles of La Cima.
- Failure to meet terms of probation (Performance or Disciplinary).
- Failure to abide by written Board policy or activity in opposition to the stated aims or goals of La Cima.

GRIEVANCES

The grievance process is available to all team members.

In the event a team member has a grievance involving his/her working conditions, he/she should discuss this with his/her immediate supervisor within 48 hours. The supervisors will attempt to resolve the situation within 2 working days. If the issue is between two team members and is not job related, the team members should try to resolve their difference among themselves. If it is interfering with job performance, the supervisor should intervene and has 2 working days to try to resolve the matter. If the supervisor is unable to resolve the issue, then the normal grievance procedure should be followed.

If the grievance remains unsolved, he/she will submit a written statement concerning the grievance within 5 working days to the next higher level supervisor who will try to resolve the grievance within five working days of receipt of the grievance. If the grievance is not resolved by the next higher level supervisor, the employee may continue to follow the same procedures and time frames and pursue the grievance with the next higher level supervisor all the way to the Principal who will talk with the employee, make every attempt to resolve the situation, and provide a written decision within ten days of receipt of the grievance.



The decision of the Principal shall be final. In the case of termination of employment, the decision of the Principal to terminate employment shall be final. The employee may take any grievance to the Board of Trustees.



EMPLOYEE ACCEPTANCE AND ACKNOWLEDGEMENT

A team member must accept and acknowledge these policies and procedures as a condition of employment with La Cima.

Accepted and acknowledged

By: (Please print full name) _____

Signature: _____

Date accepted and acknowledged: _____



EXHIBIT 15: COMPLAINT POLICY

La Cima Elementary Charter School takes the well-being and satisfaction of our scholars and their families into account in every decision we make. We encourage families to voice concerns directly with teachers and members of the school leadership team during our monthly Family Breakfasts or at any other time. If you feel that a complaint regarding a suspected violation of our school charter or the law is not being addressed satisfactorily, we encourage you to use the [complaint process below as defined by the New York State Education Department's Charter School Office](#). Complaints that do not involve a suspected violation of our school charter or the law should be addressed directly with school leadership. Contact information for all relevant parties is at the bottom of this page.

COMPLAINT PROCESS

Section 2855 (4) of the [NYS Charter Schools Act](#) provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The law gives the power to hear those complaints to the school's board of trustees in the first instance (though the board of trustees may delegate that power to, for example, the principal or a committee of the board or a neutral third-party). The school is required to provide you promptly with that complaint policy in writing upon request from you and that complaint policy should provide you with the details of how and to whom you should direct your complaint.

If, after making your complaint, you are unsatisfied with the school's board of trustees' determination and action (or after a reasonable period of time, the board or its designee does not respond to your complaint in writing—or does not respond within the time that the school provides in its formal complaint policy), you can make a formal complaint to the [school's authorizer](#). Thereafter, if you are unsatisfied with the Authorizer's response, you can complain to the Board of Regents/State Education Department.

It is very important that before you use this formal complaint process (either with the school or afterwards with the school's authorizer) that you determine positively that your complaint involves a violation of the charter or law. If it



800 Gates Avenue, 3rd Floor
Brooklyn, New York 11221
Phone (718) 443-2136
Fax (718) 443-7291

OUR MISSION

To prepare students for academic and life-long success through a rigorous and relevant academic program.

OUR VISION

To develop students who have the intellectual capacity, social capital and emotional strength of character to be personally successful and to act as effective change-makers in their communities.

does not, this process is not the appropriate avenue for you to seek a solution to your problem.

In addition to a formal complaint policy, many schools have more informal means of resolving issues that may involve your child. Where appropriate you may wish to use this more informal approach, which is likely to result in a resolution of the issue in a far more timely manner—and which is suited to dealing with issues that do not involve a violation of the charter or law. Even issues involving a violation of the law or charter may be able to resolved informally and you may wish to use this avenue before making a formal complaint (though the school cannot require you to do so and using the informal route the school may have does not prevent you later from using the formal complaint process).

BOARD OF TRUSTEES

The Chair of La Cima Elementary Charter School's Board of Trustees is Shereem Herndon-Brown. Mr. Herndon-Brown may be reached directly by email at boardchair@lacimacharterschool.org.

SCHOOL AUTHORIZER

La Cima Elementary Charter School is authorized by the New York State Education Department/Board of Regents:
Albany Office, 518-474-1762 Fax: 518-474-1405
New York City Office, 718-722-4553
Email: CharterSchools@mail.nysed.gov

For questions or complaints that are not related to the violations of the school's charter or the New York State charter school statute or regulations, but are related to school health services, school safety (including harassment and abuse), and disciplinary issues (including due process for suspensions and expulsion), please visit NYSED's Office of Student Support Services website at <http://www.p12.nysed.gov/sss/> or contact them at <http://www.p12.nysed.gov/sss/contact/>. Parents are encouraged to use the StudentSupportServices@mail.nysed.gov email address if possible.



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EXHIBIT 16: TRANSPORTATION POLICY

Charters schools are required to meet the transportation needs of students not otherwise eligible for transportation pursuant to Education Law §3635 and §2853(4)(b).

The school's Transportation Policy should be included whether or not it is proposed to be amended during the next charter period. To the extent that the Transportation Policy for the next charter period differs from that now in effect, please provide evidence that the board has ratified the use of the Transportation Policy during the next charter period.

Will be submitted subsequently under a separate cover.



EXHIBIT 17: ENROLLMENT AND RETENTION TARGETS PLAN

Enrollment and Retention Targets Plan (Exhibit 17). Specifically, describe the means by which the school will meet or exceed enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The description might include such recruitment strategies as outreach to parents in the community for whom English is not their primary language, to parents of students with disabilities, and to parents of students who would qualify for free or reduced-price lunch; enrollment set-asides the school might use to increase enrollment of targeted, at risk students; and methods for evaluating the efficacy of the school's recruitment and enrollment efforts during the term of the charter. Retention target attainment strategies might include specific programmatic elements at the school that will assist in retaining the three target populations. Updated information about enrollment and retention targets can be found at: <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>

Will be submitted subsequently under a separate cover.



EXHIBIT 9: CODE OF ETHICS

La Cima Charter School has adopted the SED's Code of Ethics for Educators and has incorporated standards of conduct, and a code of Ethics for Board members. The text for each code and standard follows.

Statement of Purpose

The Educator Standards of Conduct is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout refers to all educators serving the La Cima Charter School community as classroom teachers, aides, school leaders and other managers.

Principle 1: Educators nurture the intellectual, physical, emotional, social, and civic potential of each student.

Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2: Educators create, support, and maintain challenging learning environments for all.

Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3: Educators commit to their own learning in order to develop their practice.

Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4: Educators collaborate with colleagues and other professionals in the interest of student learning.