Perseverance Preparatory School

Presented to: the State Board of Education
by the Founding Group of Perseverance Preparatory School

May 29, 2018

Requested Charter Term:
July 1, 2018 - June 30, 2023
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Affirmations and Assurances

As the lead petitioner, I, Alexandria LeeNatali, hereby certify that the information submitted in this petition for a California public charter school named Perseverance Preparatory School (“Perseverance Prep”), to be authorized by the State Board of Education (“SBE”) with oversight provided by the California Department of Education (“CDE”), and to be located within the boundaries of the San Jose Unified School District (“SJUSD” or the “District”), is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

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

2. The Charter School shall not charge tuition, or fees, for educational activities. [Ref. Education Code Section 47605(d)(1)]

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

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

5. The Charter School declares that it will be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]

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

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

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

9. The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

10. The Charter School will at all times maintain all necessary and appropriate insurance coverage.


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

13. The Charter School shall comply with all applicable portions of the elementary and Secondary Education Act.


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

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

18. The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not
a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]

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

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

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

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

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

24. The Charter School embraces Section 47601 of the Education Code which establishes the intent of the Legislature to establish and maintain charter schools as a method to accomplish all of the following:

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

________________________________________________________________________

Lead Petitioner Signature: ___________________________ Date: Feb. 8th, 2017
**Introduction - Founding Group**

Perseverance Preparatory School (“Perseverance Prep”) is proposed by a high capacity group of community leaders who together are deeply dedicated to improving and expanding the educational options at the middle school level for families in San Jose, and particularly for students challenged by high rates of poverty and other academic risk factors.

Together, the Founding Team embraces a college preparatory, ambitious mission for all children, and believes that regardless of demographic profile, all students matriculating from grade eight can be placed firmly on the path to a college-preparatory high school through rigorous academics, targeted instruction, and service learning provided during the middle school years.

The Founding Team, which consists of the proposed Executive Director and all members of the Founding Board, is dedicated to ensuring an excellent and expanded grade 5-8 middle school for the students of San Jose based on deep analysis of the highest performing charter schools, both locally and throughout the United States, that have achieved outstanding results, and in direct response to the needs and wishes of our local community.

Lead Founder and proposed Executive Director Alexandria LeeNatali is Fellow with Building Excellent Schools (BES), a highly respected national nonprofit that has trained lead founders of and continue to provide strategic supports to several high performing charter schools in California, including Cornerstone Preparatory Academy in San Jose, which has been recognized as a California Distinguished School (2014), and at which Ms. LeeNatali served as a high performing teacher and master teacher. Other award-winning BES schools in California include Valor Academy, Endeavor College Preparatory, and Equitas Academy.

The Founding Team is deeply committed to and part of the life fabric of San Jose personally and professionally. Through over 150 meetings with local leaders and families, who bring strong support for the school proposal, and through holding information sessions, tabling events, and community canvassing events across the community, and by studying the highest performing schools here in California and throughout the nation, the proposed school design is based on research-based, practice-proven best practices of these schools and explicitly informed by the thoughtful feedback from and needs of the San Jose community. Letters of Support can be found in **Appendix B**. The Founding Team’s resumes can be found in **Appendix T**.

**Founding Board**

The Founding Board comes together from a diverse array of backgrounds in education, finance, fund development, human resources, community outreach, non-profit and business leadership, technology and innovation, law, and construction management. The group has engaged in deep community outreach, has received training on charter school governance and school accountability, and has informed and reviewed all aspects of the charter proposal. See **Figure 1** below for areas of expertise represented on the board, followed by brief bios on all Founding Board members and the proposed Executive Director.
**Figure 1: Matrix of Expertise**

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Educational Program</th>
<th>Finance and Fundraising</th>
<th>Human Resources</th>
<th>Governance and Law</th>
<th>Facilities</th>
<th>Community Outreach and Advocacy</th>
<th>School Administration and Operations</th>
<th>Technology and Innovation</th>
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<tr>
<td>Kathleen Cui</td>
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<tr>
<td>Lester Deanes</td>
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<td>X</td>
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<td>Chad Hall</td>
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<td>Jia Liu</td>
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<tr>
<td>Laura McNabb Whitman</td>
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<td>Marion Dickel</td>
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<td>Ritu Tandon</td>
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</tr>
</tbody>
</table>

Amir Ahmari, Accounting Manager, ThoughtSpot

Amir Ahmari is a San Jose native and a proud alumnus of Oak Grove High School and San Jose State University. Mr. Ahmari began his career with Pricewaterhouse Coopers LLC as Senior Associate, where he served as a financial auditor for multiple Fortune 500 technology companies. From PricewaterhouseCoopers, Mr. Ahmari went on to serve as Senior General Ledger Accountant for Chargepoint Inc. in Campbell, CA, and then moved on to help found Apigee and serve as its Senior General Ledger. When Google acquired Apigee, Mr. Ahmari served as an Accounting Manager. He recently transitioned to be an Accounting Manager at ThoughtSpot, the world’s first relational search engine for data. Mr. Ahmari holds a BS from San Jose State University in Accounting and is a certified CPA. Additionally, he is a member of the American Institute of Certified Public Accountants. He is deeply passionate about improving educational options within San Jose and is excited to bring his financial expertise to the board. Mr. Ahmari will serve as our founding Treasurer.

Kathleen Cui, Manager Strategy and Operations, Coursera

Kathleen Cui manages strategy and operations at Coursera, a mission-driven education technology company that works with top universities and companies around the world to bring their content online so that learners can access quality higher education content regardless of geographic or temporal restrictions. As Manager of Strategy and Operations, Ms. Cui scaled Coursera’s content sourcing process and managed a cross-functional team of partnership managers, vertical experts, instructional designers, and production support specialists. Through this strategic partnership she worked with national and international teams to create and manage Coursera’s Request for Proposals. Prior to Coursera, Ms. Cui practiced law as a technology transactions attorney at Latham & Watkins, LLP in Menlo Park, where she represented technology and life science companies in drafting and reviewing commercial and intellectual property agreements, governance matters, financings, mergers and acquisitions, and initial public offerings. Ms. Cui holds a BS in Economics from the Massachusetts Institute of Technology and JD from Harvard Law School. Ms. Cui is thrilled to be part of team bringing technology to the students of San Jose. Ms. Cui will serve as our Founding Secretary.
Lester Deanes, Assistant Dean for Student Life, Santa Clara University

Lester Deanes currently serves as the Assistant Dean for Student Life at Santa Clara University. In his current role he serves on the University’s Council on Inclusive Excellence, to ensure Santa Clara remains a diverse and safe space for all students. Mr. Deanes also supervises the Office of Multicultural Learning at the University, managing 12 staff members. He has taught first-generation college students for the past five years, teaching them to navigate the college system and thrive. Throughout his career he has been published in major journals, such as those of the American Education Research Association and California Conference for Counseling Center. He is member of the Association of Student Conduct Administration and the National Association Student Personnel Administrators. Mr. Deanes earned his BA in History at Lake Forest College, Lake Forest, IL and MA in Communication at the University of the Pacific in Stockton, CA. Mr. Deanes’ dedicated focus on diversity and social justice will be a crucial perspective as the school carries out its mission of service learning. Mr. Deanes will serve as our Founding Board Chair.

Charles (Chad) F. Hall, IV, Project Manager, Boyett Construction

Charles Hall brings over 10 years of construction experience to Perseverance Prep. As a previous Project Manager at Trim Tech Construction in San Jose, Mr. Hall managed over 30 construction projects, including the building of Rocketship and Summit Public Schools. Currently, he works for Boyett Construction, serving as Senior Project Manager for the Sacramento Kings Arena, which is the world’s first LEED platinum arena. Mr. Hall also has made contributions to the development of many other projects in the high-tech, retail, and health care industries. He feels strongly about helping his community, giving his time and sharing his ideas in order to create a better environment. He believes that education is key and that every child has a right to a quality education that will serve as a cornerstone to a brighter future for the children of tomorrow. Mr. Hall earned a BS in Business Administration, Operations, and Management from California State University – Sacramento. Mr. Hall’s skill set will be invaluable as Perseverance Prep seeks a temporary facility in early start-up and as we may launch a capital campaign for a permanent home.

Alexandria LeeNatali, Fellow, Building Excellent Schools

Lead Founder and proposed Executive Director of Perseverance Preparatory School, Ms. LeeNatali began working with high school students at Downtown College Preparatory School on the Alameda, then joined Teach For America and taught at Cornerstone Academy Preparatory School (“Cornerstone”) in the Franklin-McKinley School District. Cornerstone, a 2014 California Distinguished School located within the boundaries of San Jose, was also founded by a Fellow with Building Excellent Schools. At Cornerstone, Ms. LeeNatali taught 2nd, 5th, and 6th grades, piloted a leadership curriculum based on *The 7 Habits of Highly Effective People*, served on the school’s Hiring Committee, and contributed as Master Teacher for the pilot Teacher Residency Program. Ms. LeeNatali also served as Manager of Operations and Culture as well as Site Director at Teach For America’s intensive summer training program for two years. Bringing a deep commitment to the students and families of San Jose and a regional as well as national network of training and support from Building Excellent Schools, Ms. LeeNatali earned a BA in Law and Social Justice, as well as a BS in Psychology, and Multiple Subject Teaching Credentials from Loyola Marymount University. Ms. LeeNatali’s previous experience at a high performing charter school will drive the instructional and curricular vision at Perseverance Prep.
Jia Liu, Program Development and Operations, Coursera

Mr. Liu leads program development and operations at Coursera, a global online learning platform with a mission to provide universal access to the world’s best universities. He has launched dozens of programs spanning courses, certificate programs, and master’s degrees, and he has managed strategic partnerships across North America and Europe. Previously, Mr. Liu managed academic programs at Breakthrough Silicon Valley, a tuition-free college preparatory program for high-potential, low-income students. He grew the staff by 80%, redesigned the curriculum and teacher training, and worked with executive leadership on program evaluation, marketing, fundraising, and business operations. Mr. Liu began his career as a public high school biology teacher in San Jose. He graduated with distinction with a BA in Molecular and Cell Biology from the University of California, Berkeley and earned a teaching credential from San Jose State University. Mr. Liu’s previous experience developing and training teachers through Breakthrough Silicon Valley will support the academic oversight at Perseverance Prep.

Laura McNabb Whitman, Academic Operations Manager, ACE Charter Schools

Laura McNabb Whitman currently serves as the Academic Operations Manager for ACE Charter Schools in San Jose. Ms. McNabb Whitman brings over six years of classroom experience, and while a teacher at Santee Elementary, 100% of her students reached proficiency in English Language Arts. While in San Jose, she taught at Cornerstone Academy Preparatory School, a California Distinguished School. Additionally, she served as Assistant Executive Director at Rocketship Mateo-Sheedy. Since then she has transitioned to the role of Academic Operations Manager for ACE Charter School. Through her various roles in leadership on a school site and at the Charter Management Organization level, Ms. McNabb Whitman has developed a vast array of skills and applications vital to the successful functioning of a school system. Overseeing four schools’ testing and reporting cycles and serving over 1,400 students she has created a multi-layer infrastructure to ensure accurate reporting. Ms. McNabb Whitman holds a BA in Children’s Educational Entertainment from New York University, and MEd in Curriculum and Instruction from San Jose State University. She is also Guided Language Acquisition Design (GLAD) and Crisis Prevention Institute (CPI) certified. Ms. McNabb Whitman’s expertise in charter school academic operations and assessments administration will support in ensuring compliance with and strong implementation of all regulatory assessments.

Marion Dickel, Teacher on Special Assignment, Saratoga Union School District

Marion Dickel brings more than fifteen years of education experience to the Board of Perseverance Prep. In a ten-year span, Ms. Dickel held roles including; Second-Grade Educator, Instructional Support Coach and Gifted Education Instructor. She then spent five years as an education administrator serving first as the Blended Learning Director for Cornerstone Academy, overseeing all aspects of design and implementation for that 1-1 blended learning program and then as Academic Director for Cornerstone Academy, overseeing all aspects of scheduling, coaching, curriculum, professional development, and student supports. She was named Teacher of the Year by the Pennsylvania Association of Gifted Education as well as Cornerstone Educator of the year. She holds a clear California Multi Subject Teaching credential and a preliminary Administrative Services Credential. Currently, Ms. Dickel works in the Saratoga Union School District as a Teacher on Special Assignment. She works closely with the district’s Assistant Superintendent and Director of Technology to design and implement professional development, coordinate
programs for the district’s English Language Learners, review and pilot curriculum, and coach teachers to differentiate instruction and integrate technology in their teaching. In addition to her rich experience in education, Ms. Dickel will build compliance and legal oversight capacity on the Board as she brings over five years of experience as a corporate-securities lawyer. Ms. Dickel earned her BA in Economics from the University of Michigan, her JD from Northwestern, and her M.Ed. from National Louis University.

Ritu Tandon, Associate Director of Marketing, DigiSight Technologies

Ritu Tandon serves as Associate Director of Marketing at DigiSight Technologies, a health care company developing cost-efficient mobile examination and communication tools for eye care. She joined DigiSights as one of its first employees and saw them through start-up. Through this role she leads marketing and communication initiatives and has developed, executed, and scaled company marketing strategies that have been responsible for 75% of the company’s revenue. As part of her work, she has built scalable processes, marketing strategies, and multi-platform infrastructures. Prior to her role at DigiSight, she worked as the Director of the 49ers STEM Leadership Institute where she spearheaded the team that launched a successful pilot for the Learning Innovation Hub, which evaluates products that improve impact on student learning and which resulted in more funding to scale the program. While at MIT she also founded OpenCourseWare Initiative, a web-based initiative that aligned MIT OCW resources with course syllabi in Mexican universities. Ms. Tandon holds an MA in Education Policy, Organization, and Leadership Studies from Stanford University and SB in Biology from the Massachusetts Institute of Technology. Ms. Tandon’s previous experience with start-ups and long-term strategic plans will allow the school to thrive in the short-, mid-, and long-term. Ms. Tandon will serve as our Founding Vice-Chair.

External Partners

Building Excellent Schools (BES) is a national non-profit organization committed to improving the academic achievement of underserved students in our nation’s urban centers. BES accomplishes this by training leaders to take on the demanding and urgent work of leading high-performing, college preparatory urban charter schools through its rigorous year-long Fellowship. BES believes that strong training and continued coaching of high-capacity leaders is the most effective way to ensure high quality schools in underserved urban communities. Follow-on Support at BES challenges and supports each founder in the planning year through the second year of the school’s operation to effectively deliver on the school’s mission and vision and achieve its ambitious goals. BES continues to work with the school past authorization, through their Follow-on Support program. BES also provides Follow-on Support for the Governing Board for an additional two years after authorization.

Over the last decade, BES Fellows have opened 11 schools in California – three in northern California and eight in Los Angeles. In 2016, nine out of the ten schools that participated in state testing outperformed their respective districts in mathematics and eight out of ten outperformed their respective districts in English Language Arts.
Four of these schools – Cornerstone Academy Preparatory, Endeavor College Preparatory, Equitas Academy, and Valor Academy – have been named California Distinguished Schools. Most recently, the California Department of Education awarded Equitas Academy with the 2016 California Gold Ribbon Schools Award for significant gains in academic content and performance standards. In the same year, a report released by the Education Equality Index recognized both Cornerstone Academy Preparatory and Equitas Academy as among the top ten schools in their respective cities closing the achievement gap for low-income students.

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

Silicon Schools Fund
To discover the next generation of schools in America, Silicon Schools Fund supports the creation of new schools throughout the Bay Area that foster innovation and personalization. Currently, the Fund partners with over 15 schools throughout the North and South Bay Areas to research and develop new ways to increase personalized learning and student-driven learning. For the portfolio of schools which it supports, the Silicon Schools Fund provides annual reviews and identifies targeted areas for improvement to boost student achievement.

Additional Support from Community Members
In addition to the significant support from these organizations, Perseverance Prep also has support from several dozen community leaders (education, business, non-profit and for profit) as well as from local residents, each of whom has written a Letter of Support, all of which are attached in Appendix B. Multiple information sessions, tabling events, and community canvassing events have solicited strong interest in and support for the proposed school, including from many families with age- and grade-eligible students.
EXECUTIVE SUMMARY

Mission
Perseverance Preparatory School prepares scholars in grades 5-8 through rigorous academics, targeted instruction, and service learning for a life of ethical leadership and scholarly success.

Vision
Perseverance Preparatory School (“Perseverance Prep”) will ensure that its graduates are equipped with 21st century skills and knowledge for a life of scholarly success and ethical leadership. Now more than ever, all students, including those residing within Silicon Valley, must compete in a global market for rapidly changing career fields and opportunities and must remain deeply invested in the life and success of the larger communities in which we all live and grow.

Upon matriculation from Perseverance Prep at the end of 8th grade, our students will be able to collaborate and advocate for themselves both within a group as well as on behalf of a group. They will be able to convincingly convey their ideas or opinions in a logical and eloquent manner, as all of our students will have the unique opportunity to take Speech and Debate in all grades 5-8.

Perseverance Prep has an unwavering belief that all students can and should excel academically, regardless of their race, socioeconomic status, citizenship status, home language, or zip code. Perseverance Prep has six core principles that drive toward our mission and allow us to ensure every student can succeed in a post-secondary school and go forth to become leaders with conviction.

Focus on Critical Analysis: With a continually changing professional career landscape, Perseverance Prep will prepare students to excel in careers that currently do not exist. We will equip students with a love for learning as well as a tool belt of keen analytical skills so that they are able to navigate high school, and eventually college and their professional careers successfully. Our students will be able to read and analyze complex texts, solve multi-step math problems with multiple solutions and draw connections across multiple content areas, and will be prepared for the critical reading, writing, and analytical skills required in a college preparatory course of study at the high school level.

Growing Excellent Teachers: Many students will enter Perseverance Prep behind grade level in both reading and mathematics. To ensure our students’ academic success, they will need a team of highly qualified teachers able to remediate and accelerate student learning and ensure they are able to read at or above grade level by the end of grade eight. Students leaving middle school without proper preparation are less likely to be college ready by the time they leave high school.1 To support our students and ensure that they are well positioned to reach the ambitious goals we have set for them, each teacher will have an instructional coach who will observe them in the classroom weekly, providing both written and verbal feedback, allowing for immediate growth and improvement.

1 “The forgotten middle: Ensuring that all students are on track for college and career readiness before high school.” ACT. Iowa City, IA. (2008).
**Personalized Learning:** Students will enter our doors with a wide range of academic abilities and skills, as well as variance of pace at which they are able to successfully complete academic work. To ensure we are challenging and supporting every scholar’s growth every single day, we intentionally dedicate daily time to have them work on their individual goals through computer-based programs and individualized learning stations. Allowing students to go at their own pace on adaptive learning programs aligned to rigorous standards allows teachers to focus on small group and individualized instruction for a targeted group of students. In order for students to grow their academic skill set rapidly, we differentiate content and pace to support their individualized growth.

Personalized learning at Perseverance Prep will drive the rapid academic growth of our students by allowing for strategic differentiation of both content and pace of individual students. Like many who support a blended learning approach, to most successfully meet the needs of our students and simultaneously reach a high bar of achievement across all subgroups of students.

**Highly Structured, Data-Driven Culture:** Every minute of every lesson matters. In order to maximize learning time, Perseverance Prep will ensure every instructional decision is data-driven, so that our instructional time is spent strategically. We believe in a highly structured school culture, as we understand that clear systems foster a discipline within school that provides students a calm and nurturing environment in which to thrive. Through data meetings, professional development, and individual coaching sessions, Perseverance Prep will coach teachers in how to effectively use data to drive instruction and propel student learning.

**Servant Leadership:** We will ensure our students do not just have the academic abilities to succeed in college, but also the commitment to positively engage with the community through service. To excel and serve as a leader, our students will understand complex social justice issues impacting our local, national, and international communities and advocate with and for others. Throughout each week we will dedicate 60 minutes of instructional time to analyzing our community and understanding how we can serve as leaders to spearhead change within our community during our weekly Leadership class.

**Partnership with Parents:** To ensure our students as well as their families are invested in our mission and vision, we must work strategically with them and ensure they understand our mission and vision and have the tools they need to support in driving towards the mission. From **Home Visits** before school begins, to **Family Orientation** nights at the start of each school year, to monthly **Cafecitos** and cyclical family events such as **Expo Nights** (student presentations and exhibitions), to **Student, Family, and Teacher Conferences** held each trimester, we are committed to frequent communication with families. We ensure parents, students, and school leadership understand what it will require to ensure each student is successful.

**Need**
San Jose is a rapidly growing city in the heart of Silicon Valley. With a high concentration of engineering, computer, and software companies, engineers from around the country have chosen to locate in this popular area. Many immigrants have also chosen to settle in San Jose. Indeed,
38.7% of the population is foreign born, according to the U.S. Census Bureau.\textsuperscript{2} There is a high concentration of highly educated immigrants within the San Jose.

Santa Clara County’s Smarter Balanced Assessment Consortium ("SBAC") assessment data clearly demonstrates a disparity in student achievement across student groups within San Jose Unified School District. In particular, subsets of students are not achieving at a level considered proficient, particularly in math. When the data are disaggregated even further, there are stark contrasts between various sub populations of student as outlined in Figure 2.

**Figure 2: Student Proficiency on the SBAC within San Jose Unified**

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<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td></td>
<td>Total Population</td>
<td>Latino Students</td>
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<tr>
<td>5th</td>
<td>59%</td>
<td>41%</td>
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<td>6th</td>
<td>54%</td>
<td>34%</td>
</tr>
<tr>
<td>7th</td>
<td>54%</td>
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</tr>
<tr>
<td>8th</td>
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</tbody>
</table>

Latino students and students who are economically disadvantaged are performing significantly below the total population in both English Language Arts and mathematics. With this knowledge, Perseverance Prep will begin in 5th grade to address this gap prior to 6th grade, and specifically recruit from lower-income and predominantly Latino neighborhoods. Within the boundaries of San Jose Unified there are two specific zip codes that exceed the 38% average for those living in poverty: 95112 and 95116. These are the communities where there is the greatest need for a high performing public school.

There is also a clear demand within San Jose Unified School District ("SJUSD") for charter school options. Figure 3 outlines the large numbers of students on waitlists throughout the San Jose Unified School District. The proposed Executive Director is already in conversation with the Rocketship network to offer Information Sessions on their campuses for parents seeking middle school options. For further evidence of need, please see Figure 6 on page 24 for a breakdown of schools in the 95112 and 95126 zip codes and their student performance data.

**Figure 3: Current Charter School Waitlists for Charters in San Jose**

<table>
<thead>
<tr>
<th>Charter School</th>
<th>Grades Served</th>
<th>Number of Students on Waitlist</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Charter II</td>
<td>TK-7</td>
<td>352</td>
<td>San Jose Unified School District</td>
</tr>
<tr>
<td>Rocketship Alma</td>
<td>K-5</td>
<td>33</td>
<td>Countywide, but located within San Jose Unified School District</td>
</tr>
</tbody>
</table>

Rocketship Discovery Prep  K-5  13  Countywide, but located within San Jose Unified School District

Rocketship Mateo Sheedy  K-5  5  Countywide, but located within San Jose Unified School District

University Preparatory Academy  7-12  247  Countywide, but located within San Jose Unified School District

Capacity
Clear, mission-driven governance, community support, and dedicated leadership are crucial components of a high performing charter school. Perseverance Prep will be governed and operated by high capacity individuals with expertise in education, finance, fund development, human resources, community outreach, non-profit and business leadership, technology and innovation, law, and construction management. Perseverance Prep’s proposed Executive Director, Alexandria LeeNatali, brings the national expertise and training of Building Excellent Schools. Ms. LeeNatali served as high achieving teacher and master teacher at Cornerstone Academy Preparatory School, a California Distinguished School founded and continuously supported through Building Excellent Schools. Understanding the need for a high expectations charter school in San Jose, Ms. LeeNatali is joined by a team of driven, ambitious leaders on the Founding Team and has gained strong and wide support across the San Jose community for the proposed school.
PART A: EDUCATIONAL PROGRAM

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

- California Education Code § 47605(b)(5)(A)(i)

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

- California Education Code § 47605(b)(5)(A)(ii)

Mission

Perseverance Preparatory School prepares scholars in grades 5-8 through rigorous academics, targeted instruction, and service learning for a life of ethical leadership and scholarly success.

Vision

Perseverance Preparatory School (“Perseverance Prep”) has an unwavering belief that all students can and should excel academically, regardless of their race, socioeconomic status, citizenship status, home language, or zip code. Driven by our mission, Perseverance Prep holds six core values that further inform our vision and school design, and together will allow us to ensure that every student can succeed within a college preparatory course of study in high school and within a post-secondary school of their choice, and can lead positive lives through a core set of values and personal conviction. All elements of our vision are aligned with the core components of our mission – Rigorous Academics, Targeted Instruction, and Service Learning.

Rigorous Academics

- Focus On Critical Analysis

With the continually changing professional landscape into which our students will be entering as adults, Perseverance Prep must prepare students, starting in middle school, to have the academic foundation in place that will allow them to excel in careers which, in many instances, currently do not exist. As Executive Consultant Matthew Griffin explains, “The education industry has a unique dilemma. On average it has 18 years to prepare people for careers that span 50 years or more, and as the pace of technological change continues to accelerate, trying to provide people with skills that keep them sharp and employed throughout their lifetimes is no small feat. As we’ve seen, if the analysts are right, then by 2036 at least one-third of today's jobs - the ones that ostensibly most academic institutions are busy preparing Generation Y and Z for - will have been taken by
machines. The upshot of all of this is that the education industry needs to be developing hard and soft skills curricula that prepare students for a changing world.”

Therefore, it is our responsibility to equip all students with keen analytical skills, informed by rigorous state and national standards and the demands of the 21st century workplace, so that they are able to successfully navigate high school, college, and their professional careers as they unfold and grow over time. As Karl Fisch and Scott McLeod put it in their viral video Shift Happens, “We are currently preparing students for jobs that don’t yet exist, using technologies that haven’t been invented, in order to solve problems, we don’t even know are problems yet.”

Even with such a changing landscape, literacy remains the bedrock for all students. Indeed, research continues to show that “…a child who doesn’t learn the reading basics early is unlikely to learn them at all. Any child who doesn’t learn to read early and well will not easily master other skills and knowledge, and is unlikely to ever flourish in school or in life.” Our students must be able to read and analyze complex texts and draw connections across multiple content areas. Additionally, students need to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different implementations of fact. Our students must be able to develop deep conceptual understanding of and ability in mathematics in order to access higher levels of study in high school and college. Our students must have access daily to technology and its individualized supports for their own growth as well as a strong ability to utilize technology in a variety of ways and for a variety of purposes.

In reading, in order to be able to deeply understand and respond to both fiction and nonfiction texts, our students will have the time, resources, instruction, and support needed to be able to read at or above grade level as middle school students. In mathematics, in order to develop a deep understanding and facility with math concepts, our students will have the time, resources, instruction, and support to read and understand complex mathematical problems and use a multitude of strategies to find real-world solutions, and explain their thinking orally and in writing.

With the vast proliferation of technology, students will need to engage and use technology in a way that has not been previously seen in most classrooms. Not only will they need to have basic typing, data entry, and word-processing skills, they will need to understand how to use technology to the best of their ability. These 21st century skills are essential in order to be successful in the contemporary economic environment as, “Jobs that may not have had a digital component in the past, may have one now. Education isn’t just about memorizing facts and vocabulary words, it’s about solving complex problems and being able to collaborate with others in the workforce. Education technology in the classroom prepares students for their future and sets them up for this increasing digital economy.”

________________________________________________________________________

2 Karl Fisch, and modified by Scott McLeod; Globalization and The Information Age https://www.youtube.com/watch?v=ljbI-363A2Q.
4 Common Core ELA Literacy Standard http://www.corestandards.org/ELA-Literacy/RI/.
Growing Excellent Teachers

At Perseverance Prep, we are focused on recruiting students who historically have performed below grade level. Therefore, informed by local achievement results, we anticipate that a majority of students will be academically below grade level in both reading and mathematics when they enter our school in 5th grade. To ensure their academic success, our students will need a team of highly qualified, mission-driven teachers to drive rigorous academics and student growth on a daily basis. Research continues to demonstrate that teacher quality is of extreme importance and has direct impact on student achievement. Stanford professor Eric Hanushek has estimated that even a slightly-better-than-average teacher (one in the 60th percentile instead of the 50th percentile, as measured by year-over-year gains in student test scores) raises the lifetime income of each student in his or her class by $5,300.8

Our teachers will be able to both remediate and accelerate student learning to ensure all students are able to read on grade level by 6th grade and on or above grade level by the end of 8th grade. We plan to partner with multiple organizations throughout the Bay Area to recruit top talent. Teachers will be mission-driven and dedicated to continual growth in their profession. To support our students and the results we strive to achieve, all teachers will work closely with an instructional coach who will observe them in the classroom at least once per week, and who will provide both written and verbal feedback following each observation. This cycle of improvement will be fast and intentional, as rapid development of excellent teachers will best support accelerated student growth and mastery.

In 2014, Harvard and Columbia University professors found students educated by excellent teachers are more likely to succeed in college, attend highly selective high schools, and obtain higher socioeconomic futures.9 With the goal of having an excellent teacher in every classroom, we recognize that teachers will enter with different experiences and skill sets, and to that end we will strategically differentiate coaching for each teacher. In order for teachers to grow rapidly in their profession, coaching will be responsive to the needs of the individual teacher and always centered around driving toward the mission of the school and the ambitious goals we have outlined for our students in each subject and at each grade level.

Targeted Instruction

Personalized Learning

Perseverance Prep understands that students will enter our school at various stages of academic and intellectual development, and in order to maximize their growth academically, students must be met within their zone of proximal development.10 In 2015, John Pane and his RAND colleagues undertook the field's most comprehensive study on personalized learning to date. These researchers found that 11,000 students at 62 schools piloting personalized-learning approaches made greater gains in math and reading than similar students at more traditional schools, and they found that the longer students experienced "personalized-learning practices," the greater their achievement growth.11 To ensure we are growing every student in a way that honors their strengths,

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9 Ibid.
supports their challenges, and maximizes their growth, we intentionally allocate and prioritize time within our daily schedule to have students work on individual academic goals, and will leverage a multitude of personalized learning platforms to reach these goals.

Through computer-based programs such as IXL, Khan Academy, and ST math, as well as additional research-proven programs that emerge on the market over time, students will able to work at their own pace and at their current skill level, allowing for them to make maximal academic progress. George Wood explains that “[t]he personalization of learning is not just pretending kids have choices in what they are going to learn. Rather, it is building environments in which teachers have the time and skill to know their students and can adjust the pace, the materials and the surroundings so they can meet the needs of all learners.”12 When students are working on their personal goals, teachers will be able to work with smaller groups and individual students in a targeted and meaningful way, shown to be particularly critical to English Language Learners and other at-risk communities of students. Perseverance Prep will be a one-to-one school, ensuring that a computer is at the fingertips of every student in all grades 5-8. Additionally, we will have a technological literacy class once each week at each grade level to ensure our students are deeply literate in their use of technology by the time that they matriculate into ninth grade.

- Highly Structured, Data-Driven Culture

To maximize student achievement and allow every student to reach their personal best while in middle school, we will ensure that all students are engaged in every minute of instruction, and that all instruction is data-driven and purposeful. As researcher Todd Park clearly states, “Data by itself is useless. Data is only useful when you apply it.”13 Through data meetings, professional development, and individual coaching sessions, Perseverance Prep will coach teachers in how to effectively use data to drive instruction and propel student learning.

Perseverance Prep’s data driven approach will support student growth and mastery of content in targeted and multi-layered ways.

First, we will collect and analyze data regularly. This data will include common interim assessments, which will be administered every 6-8 weeks, as well as weekly standards-based quizzes and daily exit tickets in all English and Mathematics classes. By analyzing data from interim assessments, we will be able to create homogeneous student groupings in both reading and math, and target our daily reading and math instruction based on those groupings. Through analysis of weekly and daily assessment data, instructional coaches and teachers will be able to adjust lesson plans according to the unique needs of their students, as well as identify small tutoring groups for the daily Focus period (a 30-minute daily tutoring block).

We also believe in a highly structured school culture, as we understand that clear and consistent systems foster a calm and nurturing environment in which all students and all types of learners can thrive. With this culture established, and with a common “school way” of executing basic routines and procedures each day, all teachers and leaders will be able to focus on the most important job

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13 How the U.S. Chief Technology Officer is Making Data Awesome. Mashable http://mashable.com/2012/09/22/white-house-todd-park/#TWFb8RmH8Sqr.
of our school - the academic progress of our students - and put into place the explicit individualized supports needed to ensure that each student is reaching his or her goals.

Service Learning

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.” – Martin Luther King, Jr.

- Servant Leadership

At Perseverance Prep, we embrace the dreams, hopes, and values of our families and our community, and with them, we intentionally develop servant leadership in all of our students. Our goal is that we graduate a cohort of 8th grade students equipped with the personal skills, reinforced by a personal ethical compass, necessary to successfully matriculate to a high performing high school and thrive within that school, learning to their fullest potential and serving as a leader within all groups in which they are participating.

As part of molding our students into 21st century learners and leaders, we have adapted the servant-leadership lens to establish a common language around leadership. We recognize there are many different types of leaders, however a servant leader specifically leads from a place of altruism and empowering others: “The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive to acquire material possessions. The leader-first and the servant-first are two extreme types. A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong.”

We teach servant leadership development through service learning.

In order to grow as a servant leader, our students must be able to understand complex social justice issues impacting our local, national, and international communities and advocate with and for others based on a core set of ethical values or principles. This requires both the ability to research and analyze information, as well as the ability to speak and act with conviction of character.

- Service Learning

To begin exposing students to the importance of service, all students will complete annual community service requirements. For 5th and 6th graders, they will be required to complete five hours per trimester, and for 7th and 8th graders, they will be required to complete ten hours per trimester. The primary focus of this service will be to begin getting involved with our community by identifying different needs and proposing solutions to fill those needs. Through these volunteer service activities, students will develop an increased sense of social responsibility and altruism. Additionally, students will be exposed to various organizations within their community and build relationships with other students as well as with adults in a common cause. In addition to community service hours, each grade level will take on a specific Community Betterment Project. (Please see Appendix L for a sample Community Betterment Project.)

14 Greenleaf.org/What-is-servant-leadership/.
Annually, each grade level will complete a culminating service-focused leadership project to demonstrate their actualization of these leadership skills. Examples of such projects might include creating a school-wide mural or a recycling program. By empowering students to be agents of change, our school will graduate scholars who will go forth and become positive, contributing leaders to their communities.

- **Partnership with Parents**

The relationship between Perseverance Prep and our families is critical for student success. Research shows that “[p]rograms and interventions that engage families in supporting their children’s learning at home are linked to higher student achievement.”¹⁵ To support our families as they invest in the success of their middle school-aged children, and to ensure that families have the skills necessary to support scholars at home, Perseverance Prep will frequently and purposefully communicate with families, particularly about their children’s academic and behavioral growth.

This clear and open communication begins with annual **Home Visits** for incoming families and students and continues with **Family Orientations** for all new and returning families and students. Parents will receive a weekly progress report of their students’ academic and behavioral accomplishments. They can also receive daily updates regarding student behavior from the online tracking system Class Dojo, should they choose to download the app and monitor their students’ behavioral performance throughout the day. Parents will also be invited into the school for **Expo Nights**, which allow them a closer look at their students’ academics as scholars present their research and findings. Additionally, the Executive Director will hold monthly **Cañecitos** and invite parents and families to an open discussion. Teachers will quickly communicate should any concerns arise that need the immediate attention of parents. Always, the purpose will be to provide resources to and gather insights from families in learning how to best support students and set them up for academic and life success.

All students, parents, and leaders will be encouraged to sign a Contract of Mutual Responsibilities (please see **Appendix C**) outlining the key commitments of each of the school’s stakeholders. By beginning the year in agreement, we will best ensure parents, students, and school leaders understand what will be required to ensure the student is successful both academically and behaviorally at Perseverance Prep. Parents will commit to bringing their students to school on time and in uniform as well as signing their **Perseverance Prep Report**, their weekly progress report, to be returned each Monday. We seek to work in partnership with families, and should an issue arise with a student, we would expect parents would report that to the teacher or school leader, so we can work together to support the student. Should a parent or student decline to sign this form, they would still be welcomed into the school. This contract is not a requirement; rather it provides a basis for conversation around expectations and everyone’s role in the student’s success.

**Looking Forward**

Perseverance Prep will use a slow growth model, starting with our inaugural 5th grade class in the fall of 2021 and intentionally adding one grade per year until we reach full enrollment, educating students in 5th through 8th grade in 2023, with a total of 512 students as seen in **Figure 4**. Our

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¹⁵National Center for Family and Community Connections with Schools SEDL *A New Wave of Evidence: The Impact of School, Community, and Connections on Student Achievement.*
students will develop a strong foundation in both literacy and mathematics so that they are able to focus on the development of their critical thinking and analytical skills, necessary for students in the 21st century. In 2022, when we matriculate our first class of 8th grade students, they will enter 9th grade with the academic skills and servant and ethical leadership necessary to thrive within college preparatory high schools as leaders of their peers and rising up as leaders within their community and across our city.

**Figure 4: Student Enrollment**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
</tr>
<tr>
<td>6th grade</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
</tr>
<tr>
<td>7th grade</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
</tr>
<tr>
<td>8th grade</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>128</td>
<td>256</td>
<td>384</td>
<td>512</td>
<td></td>
</tr>
</tbody>
</table>

Due to Perseverance Prep’s strategic focus on **Rigorous Curriculum, Personalized Learning**, and **Service Learning**, our students will enter high school at or above grade level in all content areas, and thrive within that high school as Merit Finalists, Captains of the Debate Team, National Honor Society Members, and servant leaders within their classrooms. Our students will have the opportunity to participate in honors programs in high schools such as Lincoln, San Jose, Cristo Rey, and Bellarmine College Preparatory High Schools.

**San Jose Need**

Perseverance Preparatory School is in complete alignment with San Jose Unified School District’s priority of “eliminating the opportunity gap and providing every student with the finest 21st century education.”

San Jose is a rapidly growing city in the heart of Silicon Valley that is home to a high concentration of engineering, computer, technology, and software companies. With these booming career fields in San Jose, engineers from across the country have, in increasing numbers, chosen to reside in our city. Surrounded by the University of California at Berkeley, Santa Clara University, and Stanford University, there is a constant stream of engineering and computer science graduates entering San Jose. There are pockets within Silicon Valley that are highly educated, with an average 15% of the population holding a graduate or professional degree and 24% holding a Bachelor’s degree.

Additionally, as a community that embraces those immigrating to the United States in search of opportunity for themselves and their families, many immigrants have also chosen to settle into San Jose. According to the U.S. Census Bureau, 38.7% of our local population is foreign born.

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16 San Jose Opportunity 21 http://www.sjusd.org/opportunity21/.
17 “San Jose Fact Sheet.” San Jose CA. City of San Jose. Web. 29 June 2016.
There are four major pockets throughout San Jose that have seen more than a 1,000-person increase in population within a 2.5-mile radius from 2000 to 2010. While 24.7% of San Jose’s population is under 17 years of age, there are now areas within San Jose Unified School District where those numbers exceed 30%. There are 18 different school districts within Santa Clara County, including San Jose Unified School District. Each district varies widely in student demographics (race, socioeconomic status, and first language, among others).

At 11.8%, the overall unemployment rate in San Jose is higher than the national average, but has been fluctuating since 2008. Unlike many larger cities that have an even bell-curve of economic distribution, San Jose has a bimodal distribution, with large amounts of the population earning incomes that put them well below the poverty line and many making almost four times as much. This distribution polarizes the population in San Jose, with 41% of residents making more than $100,000 and 31% making less than $50,000 annually. Our state also has a large racial gap in incomes, with “[t]he median income of African American households in California [being] close to $35,000 as compared to the median income of $53,734 for White households.”

San Jose Poverty

Given the plethora of start-up and established technology companies located within Silicon Valley, including Google, Apple, and Facebook, there is financial stability within Silicon Valley for highly educated employees. Yet as recently as 2015, more than one in every three students in Silicon Valley was living in poverty.

Students living in poverty face increased challenges when compared to their more affluent peers, making it harder for them to become highly educated and prepared for opportunities of the 21st century, and for them to reach the goals that our community, state, and nation have articulated for all students, regardless of their demographics.

“One important factor that increases stress on low-income families in California (relative to many other areas of the country) is the higher cost of living. The median cost of renting an apartment in the United States was $602 in 2000, as compared to $747 in California and $928 in San Francisco in that same year. As a result of these high rents, more than 16% of households in California spend over 50% of their income on rent alone. As a result of the high cost of living, many families are forced to choose between necessities such as food, health care, and clothing.”

According to the College Completion Chronicle, 33% of all San Jose students graduate college in four years, with that number decreasing to 20% for Latino students. San Jose has already set out to shift the tide and change the future for our children, beginning with setting students firmly on the path to college, through the details outlined in our city’s Opportunity 21 Plan.

22 Ibid.
24 Ibid.
With current graduation rates, however, there remains a vast discrepancy between the trajectory of a Bay Area student who fails to complete high school and one who completes college. More specifically, Figure 5 outlines the link between educational attainment and annual income. While at first glance the difference between not earning a high school diploma and having a Bachelor’s degree is approximately $35,000 annually, taken over a 40-year working career this figure amounts to approximately a $1.4 million lifetime difference. Our students need to be set on a path that ensures they are able to obtain a college degree, have economic mobility, and the opportunity to become servant leaders within our communities. According to the United States Bureau of Labor Statistics (“BLS”), adults earning a Bachelor’s degree will earn at least $400 more on a weekly basis than an adult with only a high school degree.

Figure 5: Bay Area Educational Attainment and Income (in Dollars)

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>White</th>
<th>African-American</th>
<th>Asian</th>
<th>Hispanic/ Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>$30,266</td>
<td>$25,189</td>
<td>$22,166</td>
<td>$25,189</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>$42,317</td>
<td>$30,266</td>
<td>$30,226</td>
<td>$30,226</td>
</tr>
<tr>
<td>Some College / Associate’s Degree</td>
<td>$55,415</td>
<td>$43,224</td>
<td>$45,340</td>
<td>$41,612</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>$86,649</td>
<td>$60,453</td>
<td>$70,528</td>
<td>$60,453</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>$105,793</td>
<td>$80,604</td>
<td>$110,830</td>
<td>$80,604</td>
</tr>
</tbody>
</table>

With the quickly changing workforce landscape, propelled by a knowledge-based and technology-rich economy, it is clear that our students will not only need the foundational skills of reading complex texts, writing argumentative and persuasive essays, and solving complicated analytical math problems, but will also need to master and use technology to solve real-world problems and engage with the academic and professional worlds into which they will be entering as young adults.

San Jose Unified School District’s commitment to ensuring our students are competitive both within local and global job markets has resulted in a Technology Plan to be enacted over the next seven years. One of the goals of that Plan is to “dramatically decrease or eliminate opportunity gaps as they apply to technology use in the classroom and at home.” As outlined earlier, Perseverance Prep will be a one-to-one school, ensuring that a computer is at the fingertips of every student. Additionally, students at Perseverance Prep will have a technological literacy class once each week to ensure our students are deeply literate in their use of technology.

With the polarization between high and low income residents in San Jose, many school-aged children reside in lower income families and communities. The 2015 report Poverty in the San Francisco Bay Area vividly describes the stark contrast in poverty levels among races in San Jose. When looking at age and race/ethnicity, Hispanic/Latino children are almost three times more likely to reside in poverty than their white counterparts. Robert Balfanz, research scientist at the Center for the Social Organization of Schools at Johns Hopkins University, explains that “during the middle grades, students in high poverty environments are either launched on the path to high

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school graduation or knocked off-track. Currently, with few high performing schools throughout San Jose, there is a clear need for a high achieving middle school like as Perseverance Prep.

**Student Performance in San Jose**

According to the National Center for Education Statistics, within San Jose there are a total of 33,152 students, of which 8,166 are English Language Learners (ELLs) (nearly 25% of the student population in the San Jose Unified School District). With such a high population of ELLs, it is crucial for students to have access to high-quality public schools designed to meet their unique needs so that they can fully and adequately develop their reading, writing, speaking, and listening skills in English while mastering content knowledge in math, science, English, and social studies. For this to happen, high quality schools must emphasize and prioritize instruction and individualized supports within English language arts and writing instruction, as they are fundamental to developing an understanding of the English language. With an anticipated high percentage of ELL students at Perseverance Prep, based on the current make-up of San Jose Unified School District, we recognize that “expanded learning time...can be particularly beneficial for ELLs...Time plays a unique role in the educational career of the English language learner. Time affects the facility of learning a new language and the likelihood of high school graduation, especially among immigrant ELLs in high school.”

Santa Clara County’s SBAC assessment data demonstrates the current disparity in student achievement across subgroup populations. In English language arts, for example, on average, 56% of students are meeting or exceeding standards, and in math 42% are meeting or exceeding standards. When the data is disaggregated, Hispanic or Latino students are performing significantly lower than their White peers, with, for example, 41% of Hispanic or Latino students reading on grade level in 5th grade, as compared to 78% of their White peers. Similarly, in mathematics, SBAC scores show 18% of Latino 5th graders are able to perform in mathematics on grade level. Figure 6 provides the SBAC scores of all the middle schools within San Jose, as well as the disaggregated data broken down by subgroup.

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### Figure 6: Student Proficiency on the SBAC by School

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Grade Span</th>
<th>ELA Average % Proficiency</th>
<th>% Latino</th>
<th>% Low Income</th>
<th>Math Average % Proficiency</th>
<th>% Latino</th>
<th>% Low Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen at Steinbeck</td>
<td>K-8</td>
<td>38</td>
<td>32</td>
<td>30</td>
<td>36</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>River Glen</td>
<td>K-8</td>
<td>65</td>
<td>58</td>
<td>52</td>
<td>47</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>Willow Glen Middle</td>
<td>6-8</td>
<td>56</td>
<td>36</td>
<td>32</td>
<td>40</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Bret Harte Middle</td>
<td>6-8</td>
<td>79</td>
<td>42</td>
<td>45</td>
<td>79</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Castillero Middle</td>
<td>6-8</td>
<td>62</td>
<td>36</td>
<td>32</td>
<td>51</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Herbert Hoover*</td>
<td>6-8</td>
<td>33</td>
<td>25</td>
<td>25</td>
<td>23</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Peter Burnett*</td>
<td>6-8</td>
<td>37</td>
<td>31</td>
<td>33</td>
<td>13</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>John Muir Middle</td>
<td>6-8</td>
<td>46</td>
<td>33</td>
<td>28</td>
<td>33</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Sunrise Middle*</td>
<td>6-8</td>
<td>38</td>
<td>37</td>
<td>38</td>
<td>21</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Ace Inspire*</td>
<td>6-8</td>
<td>43</td>
<td>41</td>
<td>42</td>
<td>27</td>
<td>36</td>
<td>25</td>
</tr>
<tr>
<td>DCP</td>
<td>6-8</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>18</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>Fisher - Los Gatos</td>
<td>6-8</td>
<td>82</td>
<td>70</td>
<td>49</td>
<td>78</td>
<td>64</td>
<td>42</td>
</tr>
</tbody>
</table>

*Denotes Schools within the targeted zip codes of 95112 and 95126.

There is a gap in performance when comparing both Latino and low-income student performance with that of their more affluent peers. Although Latino student performance on these California Common Core State Standards-aligned assessments demonstrate academic gaps in reading and math, the gap is widest when comparing average results with those of low-income students. **Figure 7**34 illustrates performance data for charter schools within San Jose Unified School District that have high percentages of low-income students compared with schools with students of more affluence.

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These significant gaps in student performance demonstrate a clear need for a high quality school option for students and families in San Jose. We have specifically chosen to begin in 5th grade to provide the necessary time with students, with the aim of growing them enough to be on grade level by 7th grade, and ready for Honors English and geometry or trigonometry courses in 9th grade. By entering high school ready for these college preparatory courses, students have a much higher likelihood of success. Perseverance Prep will specifically recruit from lower-income and predominantly Hispanic or Latino neighborhoods in the 95112 and 95116 communities and will be the high quality public school option that students and families need.

Great Schools is a national non-profit network that works to empower and educate parents on the various schools within their neighborhoods. While not a definitive measure of school quality, many families increasingly turn to school measurements provided by such organizations as Great Schools; their results indicate continued need for more quality choices for families. Great Schools measures schools on a variety of metrics including academic performance, racial/ethnic demographics, and the school environment. Currently in 95112, Peter Burnette Middle School serves as the main middle school and has a Great Schools ranking of 3 out of 10. Similarly, the
major middle school serving students in 95126, Herbert Hoover Middle School, earned a score of 4 out of 10.35

Charter Schools in San Jose

According to a recent California Charter School Association36 (CCSA) report, there are 54 current charters operating in San Jose enrolling 25,549 students with an estimated 5,620 students on charter school waitlists in the region.37 See Figure 3 on page 13-14 for waitlist numbers for charters in San Jose Unified School District.

COMMUNITY SUPPORT FOR THE PROPOSED SCHOOL

Lead Founder Alexandria LeeNatali and members of the Founding Team have continuously met with local families within multiple venues and meetings across the community, as well as during two door-to-door canvassing events (Sneakers on the Streets). Families have continuously expressed concern about the lack of high performing schools within the San Jose area and who are seeking additional options for their children. Additionally, these families have expressed a need for schools that include and interact with families and see them as partners. Many of Perseverance Prep’s family involvement plans were born out of these conversations, such as the annual Home Visits and weekly Perseverance Prep Reports.

Additionally, Ms. LeeNatali and members of the founding team have held over 150 meetings within the community and attended 25 events to engage the community in conversations around needs and how a school might fill them. Ms. LeeNatali has also met with representatives from Districts 1, 3, and 5. See Appendix F for a schedule of events and individual meetings.

Through five information sessions, two Sneakers On the Streets events, three tabling events, and an open house, Perseverance Prep’s founding members were able to engage various stakeholders in dialogue around what people wanted in their schools. Through these conversations, it become clear parents wanted a safe, enriching environment that challenged their children’s thinking and ignited their curiosity. Many parents expressed concerns about their students either not being challenged or falling further behind in their current schools. When personalization and the targeted instructional mission of the school was discussed, parents were excited to hear about our innovative model. At all events, we have garnered multiple parent signatures of grade-level eligible students that show they are meaningfully interested in sending their children to our school in 2019.

We will continue to work in partnership with parents and build on the relationships already formed to spread the word about Perseverance Prep and continue to ask for their feedback and input. In everything we do, we see parents as our partners.

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35 Greatschools.org
37 Ibid.
TARGETED SCHOOL POPULATION

Perseverance Prep will be a college-preparatory, expanded 5-8 middle school serving all students who wish to attend. All students who reside within California may apply to the school through our free, public, random lottery. We will be intentional about our outreach and enrollment within the community, as our school intends to enroll predominately students who are eligible for free or reduced price lunch, who currently make up 47% of the student population, as well as students who are English Language Learners (ELLs) who make up 29% of the local district. While open to all students in the state and inclusive of students with a wide range of abilities and/or special needs, Perseverance Prep seeks to counter trends of educational inequity among students who are educationally underserved. This includes students of color, English learners, and students from socioeconomically disadvantaged families.

San Jose Unified School District currently operates 42 schools, and among these schools there are 24 elementary schools. Our goals for student recruitment and enrollment are based on where students have the least access to high quality schools, and therefore our target population presents higher need than that of San Jose Unified on average, with a particular focus on the 95112 and 95116 zip codes. Figure 8 shows the current demographics of the San Jose Unified School District, whereas Figure 9 shows the projected demographics of Perseverance Prep, which are based on average demographics of the target zip codes.

Figure 8: Demographics of San Jose Unified School District

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
<th>Identified Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>53%</td>
<td>Free/Reduced</td>
<td>47%</td>
</tr>
<tr>
<td>Asian</td>
<td>15%</td>
<td>English Learner</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>32%</td>
<td>Special Needs</td>
<td>11%</td>
</tr>
</tbody>
</table>

Should we meet our recruiting targets and goals, we expect to have the following demographics:

Figure 9: Projected Demographics of Perseverance Prep

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
<th>Identified Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latino</td>
<td>80%</td>
<td>Free/Reduced</td>
<td>80%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>English Learner</td>
<td>29%</td>
</tr>
<tr>
<td>Other</td>
<td>15%</td>
<td>Special Needs</td>
<td>11%</td>
</tr>
</tbody>
</table>

Perseverance Prep proposes to open in August of 2019 with approximately 128 students in grade 5 and add one grade each year until we serve a full 5-8 community of students and are fully enrolled at a capacity of 512 students.

Slow Growth Model

Perseverance Prep will educate students beginning in 5th grade, allowing us to achieve our mission, including catching up any student who enters our school academically behind. We plan to open in 2019 with 128 students enrolled in 5th grade and grow one grade per year. By focusing on the detailed development of rigorous curriculum one grade level at a time and the accompanying professional development that that will entail, teachers will be able to master the material and assessments within each grade, ensuring high-quality instruction is delivered to students.
will be able to learn and understand the high behavioral expectations and structured school culture one cohort at a time.

When our founding 5th grade class matriculates to 6th grade, those students will be able to serve as models for what it means to be a Perseverance Prep scholar. Beginning with a school size of 128 students will allow for our founding team to be small and be responsible and accountable to one another. See Figure 10 for the projected student enrollment over four years.

**Figure 10: Projected Student Enrollment**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5th grade</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>6th grade</td>
<td></td>
<td>128</td>
<td>128</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>7th grade</td>
<td></td>
<td></td>
<td>128</td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>8th grade</td>
<td></td>
<td></td>
<td></td>
<td>128</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>256</td>
<td>384</td>
<td>512</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance**

Perseverance Prep will expect 94% or higher Average Daily Attendance, as we will continually emphasize the importance of being present in school and engaging with rigorous coursework every day, with students in attendance on time and prepared. Attendance will be tracked using a student information system such as Kickboard to ensure accurate attendance and reporting. Please find a proposed daily schedule in Figure 11, a minimum day schedule in Figure 12, as well as an annual school calendar in Appendix D. Perseverance Prep shall exceed the legally required annual minimum school days, 175, and offered 54,000 instructional minutes, in accordance with California Law as referenced in Title 5 California Code of Regulations Section 11960. The full daily schedule is outlined in Appendix E.

**Figure 11: Sample Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Reading Power Hour</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Reading Comprehension/ Literature Circles</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Math Instruction</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Math Power Hour</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Specials</td>
</tr>
<tr>
<td>12:00-12:25</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:25-1:00</td>
<td>Writing</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Speech and Debate</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>Social Studies</td>
</tr>
<tr>
<td>2:30-3:15</td>
<td>Science</td>
</tr>
<tr>
<td>3:15-3:45</td>
<td>Focus</td>
</tr>
<tr>
<td>3:45</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
Figure 12: Sample Minimum Day Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-7:45</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:45-8:00</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>Reading Power Hour</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Literature Circles</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Math Instruction</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Math Power Hour</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Specials</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Town hall</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Advisory</td>
</tr>
<tr>
<td>1:00</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Academic Calendar and Schedules

One recent study of California high schools finds that for many low-income students, a chaotic home life extended to a chaotic school community, which led to less learning time and lower academic gains. At Perseverance Prep, we intend to serve a high-needs community, drive toward ambitious learning goals, and extend and maximize instructional time.

Perseverance Prep’s academic calendar is similar to the San Jose Unified School District calendar, and has an additional 9 days over the required minimum of 175 days. Perseverance Prep’s additional hour and 20 minutes per day of instructional time amounts to a total of 42 extra days of instruction each calendar year when compared to the San Jose Unified School District calendar.

The annual calendar is divided into three trimesters with a total of 184 instructional days; In addition, prior to the start of the school year, all faculty will participate in 14 days of professional development.

Daily Schedule

Perseverance Prep’s extended school day and structured culture will ensure every minute is used purposefully and intentionally to further our students’ academic growth and achievement. Through our rigorous curriculum and personalized learning, we will support every student to ensure students are meeting the demanding requirements of the California Common Core State Standards as well as the Next Generation Science Standards. We will continue to engage the community, parents, and other stakeholders to ensure we are held accountable for our results every year and from year to year.

Every day, breakfast begins at 7:30 am, and our academic day begins promptly at 7:45 am. Our school day concludes at 3:45 pm, with the exception of Thursdays, when our abbreviated day

concludes at 1:00 pm to allow for three hours of targeted professional development for our staff. With this extended schedule, Perseverance Prep is able to provide 5.7 additional instructional hours per week compared with that provided by local traditional public schools. Over the course of one academic year, this equates to 32 additional school days. Having an additional hour and twenty minutes of school daily allows for more targeted instruction as well as small group instruction, so that students are able to make substantial academic progress rapidly. The time we will gain from having an extended day will allow for 90 minutes of English language arts instruction daily as well as 90 minutes of math instruction daily. Throughout the day, students have more than 120 minutes of personalized learning time built into their schedules through **Reading Power Hour** and **Math Power Hour** (see Curriculum and Instruction section for more detail).

Aligned to our mission and vision and in support of our ambitious goal of having an excellent teacher in each classroom and meeting ambitious academic goals for all students, we will provide all teachers with an hour of daily planning time and with three hours of weekly professional development. The full daily schedule can be found in **Appendix E**.

In our 5th grade, we will operate a self-contained classroom model, with four classrooms each having one appropriately certificated teacher and 32 students. While all teachers will be in charge of teaching all content areas, they will each be responsible for planning only one to two content areas and disseminating the details of that planning across the grade-level team. This content focus for planning will allow for robust and rigorous lesson planning across all content areas and full alignment with our commonly administered assessments. In 6th grade, students will remain together as a cohort, and content-based teachers will rotate from one class to the next. In 7th grade, students will rotate classrooms as a cohort, and, in 8th grade, students will rotate based on individual schedules. This intentional scaffold allows students to gain the organizational skills necessary to transition from class to class, and mirrors high school expectations. Teachers within the same grade level will have the same planning period so they may hold grade-level meetings on each Monday and Tuesday to focus on curriculum planning and data analysis. To better understand a day in the life of a Perseverance Prep scholar, please see **Appendix E**.

**EDUCATION PHILOSOPHY**

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

Perseverance Prep will ensure that its graduates are equipped with 21st century skills and knowledge for a life of scholarly success and ethical leadership. Now more than ever, all students, including those residing within Silicon Valley, must compete in a global market for rapidly changing career fields and opportunities and must remain deeply invested in the life and success of the larger communities in which we all live and grow.

Perseverance Prep will equip students with skills and habits they need to be prepared to take rigorous college coursework but also have a variety of soft-skills outside of their academic knowledge. Students must be able to manage their time, prioritize multiple competing interests, demonstrate empathy and understanding with peers and colleagues, and exemplify grit and perseverance in the face of setbacks and obstacles. Students must be able to gather data and research from multiple credible sources, and to extrapolate common themes or threads to draw their own conclusions. They must understand patterns and trends as they relate to a variety of topics such as economics or history and apply those patterns to unique scenarios. Students must
also be able to grapple with multi-state, open-ended questions with no clear solution, but rather a matrix of multiple solutions.

The 21st century educated person must be able to understand social issues from a variety of different perspectives. They must be willing and able to work with people from a background different from their own and seek common ground and understanding. The 21st century educated person must be able to collaborate and advocate for themselves both within a group as well as on behalf of a group. The power of being able to convincingly convey your idea or opinion in a logical and eloquent manner is an invaluable skill, thus all of our students will take Speech and Debate in all grades 5-8. Through this curriculum, aligned with the California Common Core State Standards for Speaking and Listening, students will understand how to critically analyze popular rhetoric and formulate persuasive arguments based on sound research and clear data. Please see Appendix G for an outline of the Speech and Debate Program.

The new California Standards as adopted in 2013 require fluency with multimedia and technology, and the development of strong complex reasoning, problem solving, and communication skills. Perseverance Prep will develop technological literacy in all our students. We define technological literacy as the ability to responsibly, creatively, and effectively use appropriate technology to communicate, solve problems, and create solutions, build and share knowledge, and enhance learning. With our one-to-one model and provision of Chromebooks, students will work collaboratively to learn and understand the various uses for technology and how it can be used as a tool to further their own learning. Through our Technological Literacy special, our students will take a digital literacy course through Everfi, a self-paced online platform that delves into the topics of financial literacy, digital citizenship, and much more. As new technology becomes available or new platforms surface, we will continue to research and identify the best programs to support student growth and accelerate their learning.

**HOW LEARNING BEST OCCURS**

Perseverance Prep has been designed with the best practices, approaches, and frameworks of the most successful urban charter schools across the country, including two Building Excellent Schools (BES) schools, which have been recognized for their strength in educating all students: Excel Academy Charter School and Cornerstone Academy Preparatory School. Our educational philosophy is driven by a meticulous analysis of the common traits that these schools share, as well as proven research and its effectiveness with our target community. Aligned with our mission and vision, Perseverance Prep deeply believes that the following must be in place for students to learn as well as the overall continuing success of our school:

**Rigorous Curriculum**
- Ambitious curriculum focusing on critical analysis
- Developing excellent teachers

**Personalized Learning**
- Personalized learning and technological literacy
- Highly structured data-driven culture

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40 Excel Academy Charter Schools are located in Boston and Chelsea MA and serve students in grades five through twelve.
Servant Leadership

- Developing and servant leadership
- Partnership with parents

Rigorous Curriculum

Ambitious curriculum focusing on critical analysis

Students must be able to critically analyze a variety of texts and problems and find new and innovative solutions, requiring keen analytical skills and a strong foundation as a reader. When researchers studied critical analysis and its relationship to student outcomes, they found that “[h]aving students track patterns in information forces them to look at the information as a process instead of simply information to be memorized and helps them develop skills of recognition and prediction.”

A high level of competency with critical analysis is vital as students enter a college preparatory course of study at the high school level, access and graduate from the college of their choice, and enter an ever-changing professional market.

The first component of developing critical analysis skills within our students begins with building and implementing rigorous curriculum to which they are exposed and with which they are working every day. Lead Founder and proposed Executive Director Alexandria LeeNatali will spend the planning year developing and refining year-long scopes and sequences, unit plans, interim assessments, weekly quizzes, and the first units’ exit tickets for every subject. As teachers assume their roles, they will develop daily lesson plans that have been backwards planned from the already created interim assessments. Thus, during our 14 days of summer professional development, teachers will spend a significant amount of time practicing the implementation of this rigorous curriculum daily that both challenges and excites our students. Using curriculum alignment protocols developed by high performing charter schools studied within the Building Excellent Schools Fellowship, we will ensure our curriculum aligns to the California Common Core State Standards and Next Generation Science Standards and challenges our students to think critically and identify multiple strategies to solve real world problems. Professional Development sessions held throughout the year will focus on helping teachers to create and implement strong lesson plans and exit tickets. As part of four calendared Data Days, teachers will spend time reflecting on student performance data from the recently administered interim assessments and create a detailed action plan that specifies which content to reteach and misconceptions to address to the whole group, to small groups, as well as to individual students. Additionally, teachers will make note of any reflections on the order and depth of unit objectives taught prior to the interim assessment that could impact planning for the following academic school year.

When entering Perseverance Prep in 5th grade, our most common entry point and inaugural grade, and informed by local achievement results on state assessments, an anticipated majority of students will be academically below grade level in both reading and mathematics. With 33% of Latino 4th grade SJUSD students performing on grade-level in English language arts and 23% in

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42 Lead Founder Alexandria will receive guidance and feedback on content and rigor of curricular documents created during her planning year from Building Excellent Schools Follow-On Support Coach.
Despite differing entry levels, all students will be reading grade-level texts throughout the year, with scaffolded supports per their individual needs. With this high level of support in 5th and 6th grades, all students will be independently reading on grade level by the end of 6th grade. As we challenge our students to excel, they will be reading and analyzing grade level and above-grade-level texts, so that by the time they reach 8th grade, they will be able to read and deeply analyze advanced texts such as To Kill a Mockingbird and Love in the Time of Cholera.

Through implementation of the Eureka math curriculum, students will be consistently given difficult problems to solve that require multi-step solutions. Students will be challenged with real-world problems that reflect difficult scenarios with multiple variables. Through this curriculum, we will focus on student development of conceptual mathematics rather than only the procedural memorization and use of algorithms to understand mathematical solutions. Additionally, students will be required to use multiple sources of information to create their algorithm or equation. For example, students may first read a narrative on the growth, life span, and cost of different turtles, then be given a brochure with price points for various aquariums and asked to write a persuasive letter to their parents that includes an itemized list of supplies needed to raise a turtle to its full life expectancy. These real-world, multi-step problems will mirror the SBAC and provide a tangible application for student learning.

Likewise, critical analysis is crucial when using technology. In order for our students to become critical consumers, they must be able to deeply analyze a source. With the proliferation of readily available information, students need to be able to vet and understand whether a source is credible. They also must know how to use technology efficiently. When beginning a project or assignment, students must be able identify which programs are aligned to their ultimate outcomes and how they can use technology both to aid them as well as provide a multi-media platform from which to present their understanding. Similarly, in our Technological Literacy course and as students are learning the basics of coding, they will understand functions and how they build upon one another.

Developing excellent teachers

Teacher recruitment, training, and retention are a top priority for Perseverance Prep. One of the key levers for a student’s success is teacher quality: “More than any other variable in education - more than schools or curriculum - teachers matter.”

Beginning with recruitment, Perseverance Prep will attract talent from a variety of sources, including from top universities within the Bay Area such as Stanford University, Santa Clara University, and the University of California at Berkley. We will partner with educational organizations such as Teach For America, Education Pioneers, and the California Charter School Association to network and find top talent within the Bay Area. We will seek high quality appropriately credentialed teachers who are mission-aligned and deeply believe that all students can and must learn and that all students can be set on a path to scholarly success within an ambitious and supportive middle school community. As evidenced by signatures collected and

43 SBAC California Test Results
http://caaspp.cde.ca.gov/sb2016/ViewReport?ps=true&lstTestYear=2016&lstTestType=B&lstGroup=5&lstCounty=43&lstDistrict=69666-000&lstSchool=0000000

provided in Appendix A, we already have twelve credentialed teachers meaningfully interested in teaching at Perseverance Prep.

Once teachers have been recruited, they will participate in a rigorous hiring process to ensure we are thoroughly vetting candidates and hiring the strongest talent that will support us in carrying out our mission. When hired, all staff will be on-boarded to the Perseverance Prep way. We must expertly train all staff members in both our school culture as well as in the curriculum they will be delivering. To begin their onboarding, teachers will engage in professional development three weeks prior to the start of the school year, during which they will practice school-wide systems in addition to having their first content unit internalized and practiced extensively.

Perseverance Prep will provide our teachers with weekly professional development workshops, opportunities to study other high-performing schools, and funding to participate in relevant trainings, such as Uncommon Schools workshops. Teachers will be observed weekly and have individualized coaching sessions at least once each week with a member of the leadership team that will focus on effectively implementing feedback from classroom observation. Informed by Kim Marshall, who notes that “[c]lassroom observations, student achievement, and feedback from students are important, but they’ll only improve education if they’re used wisely,” these individual coaching sessions will allow each teacher to target specific skills that are directly related to their own teaching practice and the success of their students.

As outlined in Gathering Feedback for Teaching: Combining High Quality Observations with Student Surveys and Achievement Gains, “the goal is to use classroom observations to help teachers improve student outcomes…The true promise of classroom observations is the potential to identify strengths and address specific weaknesses in teachers’ practice.” Perseverance Prep believes in targeted instruction for everyone, including teachers, and weekly observations allow us a window to craft and create goals specific to each individual teacher.

On Thursday afternoons, the entire staff will engage in professional development around school-wide trends as evidenced through our academic and behavior data and classroom observations. As the school grows, our professional development will be strategically differentiated for individual teachers to ensure our commitment to growing everyone.

Once we have recruited, hired, and trained our teachers, we are committed to retaining them. Retaining expert teachers allows for development of deeper content knowledge, school-wide cultural stability, and community investment in our teachers. “The quality of teachers in our schools is paramount: no other measured aspect of schools is nearly as important in determining student achievement.” In order to engage our staff in the school, beyond developing them professionally, we will appreciate their hard work by providing weekly appreciation and daily whole-staff shout outs. The school’s leadership will foster a deep and open relationship by always having an open door for them to address concerns on a formal and informal basis, including

46 Bill and Melinda Gates Foundation. MET Project. Gathering Feedback for Teaching: Combining High Quality Observations with Student Surveys and Achievement Gains.
conducting staff surveys three times per year based on the Panorama Survey. Please see Appendix H for sample staff survey questions.

**Personalized Learning**

Personalized learning and technological literacy

“Technology is not a silver bullet. How helpful it is depends on how you use it.”

Students at Perseverance Prep will enter our doors with a wide range of academic abilities and skills, as well as variance of pace at which they are able to complete academic work. In order for students to grow their academic skill set rapidly, we must differentiate content and pace to support their individualized growth. “Students are no longer moving through the material as a whole class, or engaging with the same material in the same way as the entire class, but the choices are directed by the teachers...students are actively engaged with their learning, and not simply accepting the learning modes and materials that the teacher provides.”

Personalized learning at Perseverance Prep will drive the rapid academic growth of our students by allowing for strategic differentiation of both content and pace of individual students. Like many who support a blended learning approach, to most successfully meet the needs of our students and simultaneously reach a high bar of achievement across all subgroups of students, we believe that “[i]n a traditional academic model, the time allotted to learn something is fixed while the comprehension of the concept is variable. What should be fixed is a high level of comprehension and what should be variable is the amount of time students have to understand a concept.” We know that students will learn concepts at different paces and therefore will need to have time and the resources purposefully allotted to do so.

At Perseverance Prep, we deeply believe in the blended learning model and the opportunity it affords teachers to grow student skills and close skill gaps in a rapid and targeted way. With the intentional use of a variety of research-proven computer-based platforms, we will use a station rotation model where students are broken up into small groups, during both our English language arts (ELA) and mathematics instruction. Using a station rotation model allows teachers to work with targeted student groups so that instruction can be tailored to the needs of individual students toward ambitious aims shared across the classroom. While the classroom teacher is working with one small group, for example, the other small groups are able to work at different stations, practicing standards-aligned skills on their levels. Students will rotate between reading comprehension, grammar, writing, guided reading, and vocabulary acquisition for English. For math, students will rotate between procedural, conceptual, fluency, guided math, and self-paced stations. During this time, students may work on individual computer programs such Lexia and NoRedLink for ELA and ST Math and IXL for mathematics. Using these platforms, students will be able to receive immediate feedback on their practice, and work on content objectives specifically aimed to increase their proficiency.

We recognize that technology will play a significant role in our students’ lives – academically, professionally, and personally. Therefore, they must understand how to operate, use, and effectively manage their time with technology, specifically with computers and knowledge-based tools that require that they are self-driven and responsive to those platforms. In support of our mission and vision, and in alignment with our philosophy and goals, we will use a 1:1 computer model so that technology is at the fingertips of every student every day. We will also ensure that students learn the skills necessary to effectively use a computer to advance their learning. In addition to using a computer during our station rotation model, our students will have a one-hour Technological Literacy elective weekly where they will learn to type, use Microsoft Office products, and learn the basics of coding through code.org. As Bill Gates explains, “Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains.”

Highly structured, data-driven culture
We firmly believe that students thrive in a highly structured, purposeful school environment. In order to make the most of our time with students and maximize their academic progress, we will work efficiently and with purpose. This structured environment begins with setting clear expectations for all students, and ensuring teachers can consistently hold the bar for those expectations. In 5th grade, our inaugural grade point for the vast majority of our students, to support this urgency and purpose we will use a self-contained model, where one teacher will be responsible for the instruction in each classroom. In 6th grade, students will remain together as a cohort and content teachers will transition among classrooms. For each cohort, one teacher will teach math, science, and social studies, while the other teacher will teach reading power hour, writing, and speech and debate. Having our teachers transition will allow us to focus on instructional time, and not time between classes for transitions. In 7th grade, students will transition classrooms as a cohort, and, in 8th grade, students will rotate based on individual schedules. This intentional scaffold allows students to gain the organization skills necessary to rotate among classrooms and mirrors high school expectations. Two schools that have used this highly effective practice, Excel Academy and Cornerstone Academy Preparatory School, have been able to maximize instruction and make rapid gains for students.

To ensure a seamless transition between teachers, the behavioral expectations as well as the routines and procedures at Perseverance Prep will be consistent across all classrooms. This consistency will reinforce our expectations and values, minimizing confusion for the staff and students. Students will know what is expected of them regardless of the classroom or the teacher with whom they are working, allowing them to focus on the work at hand and setting them up for the greatest success, since they will not need to consistently recalibrate their behaviors or actions based upon the individual preferences of individual teachers – shown to be most critical for our most at-risk students and highly impactful for students with IEPs and language learners.

During our three weeks of summer professional development, and prior to the first day of school, teachers will be trained on both our school-wide routines and procedures as well as in our restorative conversations and community apologies that are critical components to our discipline model. This practice-based training will support teachers in internalizing school-wide procedures, and in developing a clear understanding of how to implement our behavioral expectations,

52 https://code.org/quotes.
including the use of rewards and consequences, for which we will use a middle-school appropriate merit and demerit system modeled after Excel Academy Charter School.

Having standardized systems and procedures across the school will ensure that we are maximizing every minute of instructional time. These will include a number of hand signals that students will use to indicate a specific common need that might otherwise disrupt the learning of the classroom, such as using one index finger pointing in the air to let the teacher know the student needs a new pencil. With such procedures, the lesson will not be interrupted, and learning time will be maximized. Another example will be our approach to bringing the whole class back together after group work or independent practice. In every classroom, teachers will choral call and response so that they can command the attention of the class in less than five seconds, allowing the group to move to the next learning activity rapidly. To propel efficiency of learning, teachers will use visible timers in their classrooms for all components of the lesson’s activities.

In addition to our standardized procedures and behavioral expectations, teachers, staff, and students will share a common language around Perseverance Prep’s FIERCE values of Focused, Intrepid, Ethical, Responsible, Community, and Engaged. A description of the FIERCE values is outlined in Figure 13.

### Figure 13: FIERCE Core Values

<table>
<thead>
<tr>
<th>Core Value</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>We let nothing stand in our way of our academic achievements and our leadership aspirations.</td>
<td>Students remain focused on their work, even when it is challenging or there is a distraction. Students know academics come first; thus when they come home, their homework comes before all extracurricular activities.</td>
</tr>
<tr>
<td>Intrepid</td>
<td>We are fearless and unapologetic for our academic successes.</td>
<td>Students take academic risks by participating even when they may not know the answer. Students take pride in their academic accomplishments.</td>
</tr>
<tr>
<td>Ethical</td>
<td>We seek to deeply understand the implications of our actions and act as leaders with integrity.</td>
<td>Students work to understand issues from a multitude of perspectives and act in good conscience for the betterment of the community. Students do the right thing even when no one is watching.</td>
</tr>
<tr>
<td>Responsible</td>
<td>We accept responsibility for our actions and our words.</td>
<td>Students accept responsibility for their actions and their words and understand their effect on the larger community. Students make community apologies when their actions have harmed the community.</td>
</tr>
<tr>
<td>Community</td>
<td>We work as a team and ensure no</td>
<td>Students work toward common team goals, be they academic, such as the 30-million-word goal for all classes, or point-based through Class Dojo.</td>
</tr>
<tr>
<td>teammate is left behind.</td>
<td>Students will send silent support of other students through the wiggling of fingers if a student is struggling with an answer in class. This subtle gesture of encouragement strengthens our community.</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

Through our FIERCE values, students reinforce and become a powerful force within the positive school culture of Perseverance Prep and develop a foundational language to address problems and identify solutions within our community. When a student is struggling to work through a problem, other students will send silent support by wiggling their fingers toward a fellow student and encourage them to be keep focused on the task at hand. Likewise, if a student plagiarizes the work of another student, the student will take responsibility for their actions and craft a community apology to their class. Students demonstrate engagement in the classroom by sitting up, tracking the speaker, and answering and asking questions. As students get up to perform speeches they will be acknowledged as “Intrepid” and be excited to show their talents and all their hard work.

With relentless attention to using data to inform instruction, Perseverance Prep will administer and analyze assessments at regular intervals throughout the year. See Part C for a more detailed description of assessments. To most effectively analyze this assessment data, we will use a standardized platform such as Kickboard to track data by standard and identify trends. We will have a deep understanding of our students’ content and skill mastery, as well as their gaps. Like Doug Lemov, we “believe passionately in educational data….it has flaws, for sure. It will only get better by our using it…where it's most powerful is as an organizational management tool…educational data is really powerful in the hands of good managers.”

Data on student academic performance will be collected and analyzed every six (6) weeks on our interim assessments, as well as on standards-based weekly quizzes and daily in-class exit tickets. All regularly administered assessments will align with state and national standards, be aligned to a clear scope and sequence of study for each subject at each grade level, and drive toward our rigorous end-of-year assessments. Analyzed data will allow us to know where we are and inform our decisions regarding whole group re-teaching, small group and individual supports, and professional development needs. Driving at this level of rigor, informed by data on a regular and prioritized basis, best ensures students are on track to succeed in the subsequent grade.

As part of our extended day and blended learning approach, and informed by the practice of successful models we have studied for the design of Perseverance Prep, we have dedicated 30

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minutes of daily tutoring during our Focus block to respond to this data outside of our regular instructional time. Students who require remediation, as evidenced by a score of 79% or lower on a daily exit ticket, will participate in either small group interventions or one-on-one tutoring daily, depending on the skill and/or content standard with which they need support. In addition to responding to daily and weekly data, we will hold four (4) Data Days during the academic year to analyze data from interim assessments and create robust action plans in response to this data as part of our professional development work with staff. These action plans will include whole group, small group, and individual student supports, remediation, reteach, or extension - tailoring the approach based on the needs of individual students. This deep analysis of data allows for staff to be strategic in how they are spending their instructional time, all to support maximization of time with students.

Perseverance Prep’s approach to data analysis also includes school leadership’s analysis of data trends across the school to identify and address the targeted professional development needs of our teachers. If exit ticket data is showing lower scores in a particular grade, instructional coaches will increase observations in that grade to better identify specific action steps. As a leadership team, we will analyze data trends across different classes and grade levels, identifying teachers with best practices to share with the larger group, as well as teachers who may need additional support. We value the use of data to inform our practices as an entire school to maximize the amount of targeted instruction our students receive daily, thus driving each student toward academic excellence.

**Servant Leadership**

**Teaching Servant Leadership**

As a part of shaping our students into 21st century learners and leaders, Perseverance Prep believes firmly that servant leaders empower others for a common good. As students develop and grow, we engage them in conversations around their own moral beliefs and how they identify right and wrong for themselves. We prepare our students to enter high school, college, and the professional workplace as servant leaders able to advocate for themselves and others and prepared to be civically responsible leaders within their communities. As Robert Greenleaf explains, “The servant-leader is servant first… It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. A servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong.”

At Perseverance Prep, we teach ethically-driven servant leadership through civic engagement and community service. To be an ethical leader requires respect for the dignity and rights of others, whereas a servant leader must build upon being an ethical leader and seek to serve others to reach their fullest potential. To instill a deep belief in servant leadership and the positive impact it can have on our communities, students will first learn about leadership through direct instruction during their weekly Leadership special. A specials class anchored in *The 7 Habits of Highly Effective People*, designed to teach students the executive functioning skills necessary for college and beyond will provide foundational knowledge in leadership. The key elements of ethical leadership will also be woven into the fabric of our curriculum, by developing a diverse understanding of past and current societal challenges. For example, as students read *The Circuit*

54 Greenleaf.org/What-is-servant-leadership/.
by Francisco Jimenez in ELA, they will study and understand immigration through reading other texts on public policy, including non-fiction articles, data reports, and surveys. Through the analysis of multiple sources, students will be able to understand a multi-faceted issue through various lenses, perspectives, and experiences. By analyzing the factors that impact immigration policy, students will be able to build their own understanding of others’ needs and seek to understand how their strengths can be leveraged to help, for example, the condition of immigrant farm workers.

To equip our students with a deep understanding of ethical leadership, we have scheduled 100 minutes throughout the week during which students will engage with concepts of leadership, using the content from Franklin-Covey’s *7 Habits of Leadership* to drive this instruction. Comprehensively, we seek to instill habits within our students that outlive their time at Perseverance Prep. In the words of Aristotle, “We are what we repeatedly do; excellence then is not an act, but a habit.” Through intentional leadership development, students will develop these 7 habits:

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, then to be Understood
6. Synergy
7. Sharpen the Saw

Students will use *The 7 Habits of Highly Effective Kids* as an anchor text during the first few weeks of school to build foundational knowledge and common language when discussing character and ethical leadership, which closely ties to our school’s FIERCE values. In 7th grade, students will dive into the book *The 7 Habits of Highly Effective Teens* which provides more anecdotal stories that help our students relate as well as builds skills that align to successful life habits, such as grit and time management, furthering their development of character and ethical leadership. For example, “seeking first to understand then to be understood” engages students in difficult dialogues with peers and adults with differing viewpoints. As Covey explains, “Most people don’t listen with the intent to understand, but rather with the intent to reply.” Through this habit, students begin with conscious word choice, and a devotion to finding common ground and the best workable solution for all. Lead Founder and proposed Executive Director Alexandria LeeNatali piloted this program initially with 5th grade students at Cornerstone Academy Preparatory School, then adapted that pilot into a 4th-6th grade initiative, The 7 Habits of Leadership, as the school’s core character curriculum.

Once students build a clear sense of our values and begin to demonstrate leadership within these values, we will expose students to the importance of service to others, and all scholars will be required to complete community service each trimester. For 5th and 6th graders, they will be required to complete five hours per trimester, and 7th and 8th graders will be required to complete ten hours per trimester. While the primary focus of this service will be to become aware of the

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needs of the community and to propose solutions to those needs, through these volunteering activities students will develop an increased sense of social and civic responsibility. Additionally, these activities will expose students to various organizations within their community and aid in building relationships with other students as well as adults in a common cause. In addition to community service hours, each grade level will take on a specific Community Betterment Project, outlined below under Non-Academic Goals.

Partnership with Parents
One of the key components of a student’s success is the investment of their family in their education. Perseverance Prep is committed to establishing a strong partnership with families to ensure the best outcomes for our students. Research has found that while socioeconomic status is important, “the best predictors of student achievement are: 1) A home environment that encourages learning, 2) Parents’ high expectations for achievement and future careers, and 3) Parents being involved in a child’s education.”56 We begin fostering this important relationship by holding annual Home Visits with each incoming family prior to the start of the school year. During these Home Visits, the leader and grade-level teacher will introduce themselves and learn more about the student and the family’s aspirations for their child’s education as well as outline the expectations of Perseverance Prep and how the family can best support their child. We believe that fostering these relationships early will lead to more open communication as well as a provide a united, supportive front for students.

Our students will quickly understand that their families and Perseverance Prep are clear on the mission, share the same vision, and thus hold consistent expectations for them. Every year, all families will be invited to and participate in Family Orientations, held shortly after the close of our enrollment period and then again just prior to the start of the academic year. When students see a high level of alignment between the school and their family, their buy-in to the school and its structures increases. By having a common dialogue and ultimate goal of college preparation, parents and Perseverance Prep together work to prepare all students for competitive high schools.

In addition to building the foundation early on for parent and school communication, we will continue to foster that relationship through frequent interactions and updates. Parents will receive a weekly Perseverance Prep Report, outlining their child’s merits and demerits, attendance, current academic status, and homework progress from that week. This report will ensure that families are updated on student progress regularly, both academic and behavioral. Each week, families will sign this report, and are encouraged to reach out to school staff with any questions that they have regarding their child’s performance.

At the end of each academic trimester, Perseverance Prep will hold Student, Family, and Teacher Conferences, where we will provide updates to families on both academic grades and behavior for that trimester. In line with our long-term vision and our belief in student leadership, teachers will model and lead the first trimester meeting, and students will lead the remainder of these meetings with support from their teachers. By encouraging students to take ownership over their own conferences, they are challenged to identify both strengths and areas of improvement with their academics and personal behavior, as well as to identify the support they might need in order

to improve. Driving student self-advocacy early on will support students to develop skills necessary for high school success.

In addition to communicating with families regarding their child’s progress in school, we will also hold **Expo Nights** once per trimester to celebrate student achievement and showcase exemplary student work. During these evenings, teachers will lead tours through the classrooms, and students will showcase and explain their work to their families. Giving students the opportunity to showcase their hard work allows them to take pride and ownership over their achievements, and allows both families and students to celebrate this hard work.

Our relationship with our families is critical to the success of students. Families’ input on the success of our school is valued, therefore we solicit formal feedback from families annually. Perseverance Prep will send home **Annual Parent Surveys** to ensure we are meeting families’ expectations and are able to improve based on their feedback and input. A sample of survey questions can be found in **Appendix I**. Additionally, the Executive Director will hold monthly **Cafecitos**, on the first Friday morning of the month. **Cafecitos** are a time for the Executive Director to meet with parents and families to update them on happenings within the school.

**CURRICULUM AND INSTRUCTION**

Perseverance Prep’s mission is to prepare all students from grades 5 through 8 through rigorous academics, targeted instruction, and service learning, for a life of ethical leadership and scholarly success.

Using the California Common Core State Standards\(^{57}\) and the Next Generation Science Standards\(^ {58}\), Perseverance Prep will create a robust and rigorous educational program that will lay the foundation for students’ academic success. Our standards and curriculum will be aligned vertically from 5\(^{th}\) through 8\(^{th}\) grade as well as horizontally across the various core disciplines at each grade level according to the California Common Core State Standards as well as the Next Generation Science Standards. With this attention to alignment, we ensure consistency and alignment across courses in one grade as well as from grade to grade in writing, reading skills, and level of rigor. Additionally, close alignment ensures all content and skills are addressed at the appropriate grade and course within the curriculum and that our students will have the academic instruction necessary to thrive in post-secondary programs and beyond.

At the start of the year, teachers will be provided a year-long scope and sequence for each course, as well as exemplary unit plans for the entire course as well as cumulative end-or-year assessments developed by the Executive Director and with the support and guidance of Building Excellent Schools.\(^{59}\) During the 2018-2019 planning year, the Executive Director will create scopes and sequences for all for grades to ensure vertical and horizontal alignment, as well as exemplary unit plans for 5\(^{th}\) grade courses. These plans will be created in alignment with the practices of the

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\(^{58}\) [http://www.nextgenscience.org/overview-dci](http://www.nextgenscience.org/overview-dci)

\(^{59}\) The Executive Director will have various supports in creating the exemplary unit plans. Through collaboration with other BES schools, she will have access to a wide range of example unit plans and will work one-on-one with her Follow-On support coach to create, revise, and finalize all unit plans prior to the start of the year. Beginning with the approval of the charter the Executive Director will systematically create year-long scope and sequences, unit plans, then unit assessments for ELA, Science, and Social Studies.
highest performing charter schools in California as well as nationally. In year one the Assistant Director will create exemplary unit plans for 6th grade, with guidance and oversight conducted by the Executive Director. As we add a 7th and then 8th grade in years three and four, respectively, the Assistant Director will create the exemplary unit plans for the inaugural year. All course scopes and sequences and exemplary unit plans will be reviewed on an annual basis by the Executive Director and/or Assistant Director and be revised as needed.

Additionally, teachers will be provided the interim assessments and end-of-year assessments to drive their instruction toward clear and measurable outcomes. Through our summer professional development, teachers will collaborate as teams and create student exemplars for each of the assessment questions, based on a model created for the first assessment, ensuring teachers will know what their students will be asked to produce, both in level of rigor and content knowledge, supporting them to shape their lessons to match the high bar for rigor set on these assessments. End-of-year-assessments will be created by the Executive Director and Assistant Director and reviewed and revised annually by the Executive Director and/or Assistant Director with input from teachers.

Daily lesson preparation, including detailed lesson plans and student instructional materials, will be developed by individual teachers with support and feedback from their instructional coaches. These daily lesson plans will detail:

- Lesson objectives
- Key vocabulary
- Student misconceptions and how to address those misconceptions
- Instructional delivery approach of the lesson
- Sample questions for guided/independent practice with questions identified for targeted feedback
- Active progress monitoring during independent work time, and which students they will be targeting during their instruction
- Personalized learning program and skills for station rotational models in math and ELA
- Daily Exit Ticket questions
- Homework assignment description

In order to best provide feedback to students on their work and quickly identify misconceptions during the lesson, teachers are required to pre-identify the question or questions they are going to correct when students begin guided and independent practice as they circulate throughout the room, pen in hand. Quick and planned monitoring of student work allows for teachers to use in-the-moment data to address misconceptions, identify students in need of remedial support, and push the thinking of those who have mastered the objective at hand. “Through proper active monitoring, a teacher can keep students on-task and just as importantly, keep them accurate in their responses.” Teachers should be circulating during independent work and giving feedback to individual students as they make their way around the room.

During our summer professional development, teachers will learn how to develop and execute strong daily lesson plans, through practice and coaching. These daily lesson plans and the accompanying materials will be submitted to the Executive Director and Assistant Director who will review them on the Thursday before the week of instruction, with detailed feedback provided by Friday and any changes needed to be implemented by Sunday night at 5:00 p.m. This cycle of feedback ensures that only high quality lessons and materials are presented to students.

**Curricular Selection**

Our curriculum choices and instructional strategies are rooted in scientifically-based research and meticulous examination of high-poverty, high-performing schools. Using California Common Core State Standards as our guide, we have selected our curricular materials to support students and to plant them firmly on the path to college. In years one and two, the Executive Director and the Assistant Director will evaluate our curriculum and materials and use data to inform decisions around any adjustments that are needed to better meet the needs of all our students. By year three, the Assistant Director will complete this annual review with the ultimate goal of ensuring academic success of all students by providing them a strong foundation in both literacy and mathematics with support from the Executive Director as needed.

**Literacy Program**

To thrive in a competitive academic market, it is critical for students to have strong analytical skills, and thus a strong foundation in literacy. Before reaching a 3rd grade reading level, students are truly learning to read – building a foundation of comprehension and analytical skills. Once students are reading at a 3rd grade level, they are able to read to learn – taking in new information and analyzing that information to make connections and draw conclusions. From the first day of school at Perseverance Prep, we will focus on literacy with all students, ensuring that they are on grade level by the end of 6th grade, and able to comprehend and analyze sophisticated texts. In order for our students to enter and excel in high school and college, it is paramount they have the reading skills necessary to annotate, analyze, and dissect complex texts, both of fiction and non-fiction, and be able to discuss them. The ability to grapple with concepts and ideas in complex texts and converse about those readings supports students in their ability to explain their ideas and justify their answers, which is a key skill as they progress to high school and college.

Literacy at Perseverance Prep is integral to all that we do throughout the day, whether that be our Million Word Reading Goals or our Read Baby Read chant.\(^{61}\) We infuse the love of reading and the joy of rigorous texts into the culture of the school. We will dedicate 90 instructional minutes daily to literacy, which will include: reading comprehension, small group instruction, literature circles, grammar, word study, vocabulary instruction, and literacy-based blended learning using individualized adaptive programs for students. One of the tools teachers will use to directly target student skills gaps and push to accelerate student growth is guided reading. “Guided reading is designed to provide a great deal of opportunity to read continuous text. The reading that students do in guided reading groups is strongly supported by instruction to move them further, and it is accompanied by independent rereading of texts or of novel texts at an independent level. The more a student reads, the more likely she will be a proficient reader.”\(^{62}\) We also have a 35-minute writing

\(^{61}\) Read Baby Read has its origins in KIPP schools, from the work of educator Harriet Ball; it has been adopted by many high-performing, college preparatory charter schools.

class and a literacy focused 45-minute Speech and Debate course daily. Through these various modalities and access points, students will be able to quickly build a robust vocabulary, increase their fluency and basic comprehension of text, and have analytical discussions regarding both fiction and non-fiction.

Within the 90 minutes of daily instructional time focused on literacy, 60 minutes will be dedicated to a Reading Power Hour. During Reading Power Hour, students are in small groups based on reading data and will rotate between various stations, depending on their specific academic needs. In fifth grade, students will be assigned to two specific stations daily, and will rotate through each station twice over the course of a week. The different stations are bucketed into grammar, independent reading, guided reading, vocabulary acquisition, and reading comprehension. For example, if a student is struggling with a punctuation skill, such as usage of commas, they will be assigned to the NoRedInk station for the first half hour for independent practice on the skill they are working on, and then guided instruction for the second half hour. Some of the technological personalized programs are adaptive and will automatically level themselves depending on students’ progress, such as the reading comprehension program Lexia, while other will require either the teacher or student to work on a specific skill, such as NoRedInk. Please see Figure 14 for an example of one reading rotation. As students begin developing more independence and ownership, they begin to track their own areas of growth through daily exit tickets and enter this information into their data binders. In 7th and 8th grades this data is then used by the students to create their Personalized Learning Plan (PLP) for the hour. See Appendix J for an example PLP. Teachers will be trained on this rotation model during summer professional development and will roll out each station one at a time, practicing the independence aspect of each of the stations. As students become familiar with one station, the teacher will explain, model, and add on another, until the full five stations are reached.

Figure 14: Example Reading Power Hour Rotation

In addition to daily Reading Power Hour, students will have Reading Comprehension or Literature Circles daily, during which they will engage with seminal texts such as To Kill a Mockingbird, The Giver, The Outsiders, and Animal Farm. In addition to building their comprehension, students will also participate in regular discussion centered around a content
theme, including their participation in student-led Socratic Seminars. During these discussions, students will focus on 1 to 2 thought-provoking questions, including the theme of the text, author’s purpose, bias, and the overall implications of the text and/or those specific to societal implications. Through the complex texts we read, our students will be exposed to a variety of themes, allowing them to delve into multiple viewpoints on a topic as well as build their understanding of issues facing society. Additionally, novels will be paired with non-fiction texts that help to frame the context and provide background knowledge for students, thus allowing them to practice skills pertaining to both fiction and non-fiction texts.

Students will participate in a teacher-facilitated, student-driven Literature Circles for 30 minutes per day beginning in 6th grade. We will select texts from the Junior Great Books series for these small group literature circles. By dividing instruction into reading, writing, and literature circles, students will be able to deeply interact with literature and non-fiction on various levels and through different modalities, both text based as well as computer-based. Figure 15 outlines the major components and milestones within each grade level in English and Writing.

Figure 15: Literacy Course Descriptions

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5th</td>
<td>This grade primarily focuses on students engaging with and accessing rigorous grade level English Language Arts content. Using content-specific, research based instructional methodologies, including culturally relevant and responsive pedagogy, this course advances student proficiency in reading and writing as measured by the grade level ELA California Standards. Students will learn systematic strategies in reading, writing, and organization that will allow them to speak, think, and write about rigorous content material.</td>
</tr>
<tr>
<td>6th</td>
<td>The major purpose of this course is to develop student focus and active engagement with text though comprehension questions and annotation. Students are required to analyze, define, explain, and critique with an increased emphasis on advanced forms of evaluation in expository critique and literary criticism and advanced presentations on problems and solutions. Students are expected to read one million words annually, write narrative, persuasive, and descriptive essays of at least 500-700 words, and to demonstrate command of standard English.</td>
</tr>
<tr>
<td>7th</td>
<td>The major purpose of this course is to provide students with the skills and content knowledge to transition from the process of learning to read to the more advanced processes of reading to learn. Students will build academic vocabulary, in oral and written forms, and independent reading skills to bolster reading comprehension and vocabulary. Students will master all English-language, writing, and speaking and listening standards for 7th grade. This calls for a more detailed documentation of evidence and support within written and oral responses. Students will still have the goal of reading one million words throughout the year and be expected to write a narrative, persuasive, and descriptive papers consisting of at least 500-700 words.</td>
</tr>
<tr>
<td>8th</td>
<td>The major emphasis in this course is to build student readiness required for a college preparatory high school curriculum. Students are expected to demonstrate their ability to grapple with the organization of ideas by finding similarities and differences among texts and within texts. Students will be asked to compare an original text with a summary to determine if it accurately represents the main ideas</td>
</tr>
</tbody>
</table>
and critical details and conveys the underlying meaning. They are expected to understand and evaluate the logic, internal consistency, and structural patterns of text. Students are expected to read at least one million words annually, to write narrative, persuasive, and descriptive essays of at least 500-700 words, and demonstrate a command of standard English.

**Mathematics Program**

The top two highest paying professions within California – Architectural Engineer and Software Information Systems Operator – require a significant background in mathematics. While not all students will pursue such professions, all students should have the math foundation that will allow them to do so if they choose, as well as to pursue any other number of satisfying and viable professions that rely upon a strong math foundation.

Perseverance Prep will use researched-based curriculum *Eureka Math* to provide the foundation on which Algebra II, Geometry, and eventually Calculus will be built. *Eureka Math* was specifically chosen because of the level of rigor and the higher order thinking required of students at each grade level. “The latest K–8 reviews from EdReports.org, the independent nonprofit specifically established to vet K–12 curricula, found that Eureka Math remains the clear leader among 20 reviewed math curricula for its focus/coherence, rigor, and usability.” Additionally, the curriculum provides exit tickets, midterm assessments, as well as end–of-unit assessments for middle school courses that are skill specific, rigorous, and include a variety of question types.

We provide 90 minutes of daily math instruction to all students at Perseverance Prep. In 5th and 6th grade, we focus both on procedural computational math as well as conceptual understanding and logic problem-solving across numbers and operations in base ten and fractions, measurement and data, ratios and proportions, expressions and equations, statistics and probability, and geometry. Through this dual focus on both computation and conceptual understanding of mathematics, our students will be able to critically analyze real-world problems and identify and test mathematical solutions. Students will spend the 7th and 8th grade years taking Pre-Algebra and Algebra I, respectively, allowing for students to be on track to take Calculus or AP Calculus in high school. See Figure 16 for an outline of Eureka Mathematics.

**Figure 16: Mathematics: Eureka Outlines**

<table>
<thead>
<tr>
<th>Unit One</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place Value and Decimal Fractions</td>
<td>Ratios and Unit Rates</td>
<td>Ratios and Proportional Relationships</td>
<td>Integer Exponents and Scientific Notation</td>
<td></td>
</tr>
</tbody>
</table>

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64 According to an April 2016 EdReport.org research paper Eureka Math was the top ranked curriculum based on focus/coherence, rigor, and usability in the classroom.
Additionally, Perseverance Prep will use a station rotation model for mathematics, the Math Power Hour in which students will rotate between targeted and specific stations. The teacher will once again be able to pull small groups geared at specific skills gaps as informed by the daily exit tickets or weekly quizzes. Figure 17 shows an example Math Power Hour. Student will rotate between a conceptual math station (ST Math), a procedural math station (IXL) a guided math station with the teacher, a fluency station (XtraMath), and a Self-Paced/Self-Taught station (Querium.)

**Figure 17: Sample Math Power Hour**
Speech and Debate

Just as it is important for our students to be able to read and comprehend on grade-level, it is equally important that students are able to speak and write in an articulate manner. “Although the majors that are most in demand vary from time to time, the skills that employers seek in their new applicants are nearly identical year after year. A 2013 survey by the National Association of Colleges and Employers found that the ability to communicate effectively is the quality employers most want to see in new recruits.”

Perseverance Prep’s mission purposefully includes developing students as leaders, and one of the competencies of both a scholar and a leader is the ability to clearly articulate a cogent and compelling argument and present it to various stakeholders. To reach this goal, we will have a daily Speech and Debate course that has a combined focus on both writing and speaking skills, where students will receive regular structured performance exams. “Critical thinking and argument skills - the abilities to both generate and critique arguments - are crucial elements in decision-making... In all careers, academic classes, and relationships, argumentative skills can be used to enhance learning when we treat reasoning as a process of argumentation, as fundamentally dialogical, and as metacognitive.”

By providing all of our students with Speech and Debate, scholars will develop foundational skills necessary to critically analyze and critique arguments from a variety of standpoints. “It is imperative that high school students, of diverse personal, moral and intellectual commitments, become prepared to confront multiple perspectives on unclear and controversial issues when they move on to college and their careers.”

Modeled after the Debate course at South Bronx Classical, a highly successful, Blue Ribbon School (2014) in New York City founded through and supported by Building Excellent Schools, our students will begin by studying various philosophers including Socrates, Plato, and Aristotle. They will dissect the philosophers’ contributions to society through different small group seminars and discussions. There will be a focus on speaking skills during these debates, including articulation, diction, and enunciation, as well as physical awareness of face and body. Students will then proceed to participate in structured debates, as they will be required to properly structure their argument, refute counterclaims, and prepare for a rebuttal. With these key skills, students’ writing and reading will be honed to identify clear arguments as well as counterclaims, which is a critical component in both AP Language Arts and AP English. Building this foundation in middle school provides students with the head start they will need in high school.

Figure 18: Speech and Debate

<table>
<thead>
<tr>
<th>Trimester</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Story Telling</td>
<td>Declamation</td>
<td>Duo Interpretation</td>
<td>Original Prose</td>
</tr>
</tbody>
</table>

70 Ibid.
71 http://classicalcharterschools.org/.
72 For a more detailed description and scope and sequence see Appendix G.
Science
At Perseverance Prep, our science curriculum will be designed using the academically challenging Next Generation Science Standards ("NGSS"), which help students formulate and test hypotheses regarding the surrounding world, requiring a deep and full understanding of the science behind every day phenomena. While implementing the NGSS, teachers will use the Full Options Science Systems ("FOSS"), which have hands-on educational support for the study of Earth Science, Life Science, and Physical Science. We will follow the spiraled NGSS Course Map as a guide to curriculum planning, which is outlined in Figure 19. A more detailed course map for grades 6-8 can be found in Appendix K.

Figure 19: Next Generation Science Standards Course Map Core Ideas

<table>
<thead>
<tr>
<th>Unit</th>
<th>Grade 5</th>
<th>Grade 6</th>
<th>Grade 7</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit One</td>
<td>Matter and Its Interactions</td>
<td>Matter and its Interactions</td>
<td>From Molecules to Organisms: Structures and Processes</td>
<td>Biological Evolution: Unity and Diversity</td>
</tr>
<tr>
<td>Unit Two</td>
<td>Motion and Stability: Forces and Interactions</td>
<td>Motion and Stability: Forces and Interactions</td>
<td>Heredity: Inheritance and Variation of Traits</td>
<td>Earth’s Systems</td>
</tr>
<tr>
<td>Unit Three</td>
<td>Energy</td>
<td>Energy</td>
<td>Ecosystems, Interactions, Energy, and Dynamics</td>
<td>Earth and human Activity</td>
</tr>
<tr>
<td>Unit Four</td>
<td>From Molecules to Organisms: Structures and Processes</td>
<td>Earth’s Place in the Universe</td>
<td>Waves and Their Applications in Technology for Information Transfer</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit Five</td>
<td>Ecosystems: Interactions, Energy, and Dynamics</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit Six</td>
<td>Earth’s place in the Universe</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit Seven</td>
<td>Earth’s Systems</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit Eight</td>
<td>Earth and Human Activity</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unit Nine</td>
<td>Engineering Design</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
We will intentionally design units to include labs and experiments as well as in-depth non-fiction readings and research regarding the topic at hand, which will push student thinking and use of evidence in their writing, including lab reports. As students are challenged to read non-fiction texts relating to the various science concepts they are studying, they will be required to use this reading as background knowledge and evidence in their lab reports, supporting the development of their writing skills. Figure 20 shows a typical science cycle performed with FOSS kits as well as supplementary materials.

Figure 20: Science Content Cycle

Social Studies
Following the California State Standards, our students will learn about early American history in 5th grade, ancient history in 6th grade, Medieval history in 7th grade, and American government in 8th grade. We will use History Alive and We the People as our baseline curriculum and will supplement with teacher-made guided notes as well as other outside material. See Figure 21 for a Social Studies Outline. Similarly, to science, both writing and non-fiction reading skills will be horizontally aligned at each grade level. Our social studies will be taught in a cyclical manner, beginning with students pre-reading the material the night before. The teacher will then review the content the next day and students will practice taking Cornell notes. Following the notes, students will receive a Document Based Question (DBQ) and several documents to read and annotate in pairs or small groups. These documents will be a mix of both primary and secondary sources; students may also be tasked to research their own documents. The following day, they will come prepared with texts and annotations to a historical debate around the DBQ. Finally, the next day, students will synthesize the class discussion through writing. This approach allows students to practice and grow their skillset in preparation for the rigor of AP high school courses, during which Document Based Questions are prominent.
Figure 21: Social Studies: History Alive

<table>
<thead>
<tr>
<th>Cross-Curricular Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>To further maximize our horizontal alignment as well as to support students in understanding the multitude of connections among content areas, we will specifically design cross-curricular units in all courses. “Smith and his colleagues (1993; Smith, Monson, &amp; Dobson, 1992) found that children remembered more and had better conceptual understanding when literature and social studies were integrated. … students in the literature-social studies group recalled 60% more information about...”</td>
</tr>
</tbody>
</table>

3 Cross-curricular units are designed to enhance student understanding by integrating content from multiple disciplines. |
U.S. history than did [the] control group students.” This will allow for students to see various aspects of units through different lenses and further their understanding of the content. For example, students will read and analyze The Circuit in Reading Comprehension which explores the plight of both migrant farm workers as well as the effect this has on their children’s education. Students will also explore the history of immigration in the United States in Social Studies, and learn about farming and the cycle of plants in Science. When students learn skills or information in isolation, it is more difficult to apply that information to real world problems. By focusing on reasoning and identifying trends and patterns across content areas, students are able to develop a deeper understanding of material.

Specials and Enrichment Courses
In order to provide our students with a well-rounded education, Perseverance Prep will ensure our students have access to enrichment opportunities, such as Leadership, Technological Literacy, and Physical Education. Every day, students will have a one-hour special class that broadens their foundational knowledge and cultivates teamwork, practice, and a deeper understanding of their interests and strengths.

Technological Literacy
Students will need to deeply internalize technological skills, as they are a crucial component for success as a 21st century professional. Scholars will learn how to use formulas within Excel to manipulate as well as create tables and manage large data sets. They will also learn the basics of Microsoft Word and ensure proficiency in typing as measured by the ability to type 70 words per minute with fewer than five errors. Students will also be introduced to coding through Code Academy and Code.org. Also, students will use Everfi, a self-paced online platform with a curriculum that explores financial literacy as well as digital citizenship.

Service Learning
With a deep belief in creating ethical leaders and a deep belief in community engagement, all students will create a Community Betterment Project during their Leadership special block. In 5th and 6th grades, students will focus on problems within our school community, identify a workable solution, and carry out this solution to fruition. Similarly, 7th and 8th grade students will complete a Community Betterment Project; however, their focus will be on the broader San Jose community. Service learning not only allows students to tap into servant leadership by performing acts of altruism, but also allows them an experiential learning component which is shown to aid in the acquisition of knowledge. “Caine and Caine (1991) [connected] neuro-psychology and educational methodologies and state that the search for meaning and patterns is a basic process in the human brain. In fact, the brain may resist learning fragmented facts that are presented in isolation. Learning is believed to occur faster and more thoroughly when it is presented in meaningful contexts, with an experiential component.”

See Appendix L for an example Community Betterment Project. Students will also learn how to create long-term and short-term goals, using the acronym SMART (Specific, Measurable, Attainable, Realistic, and Time-Bound.) These SMART goals will guide students in creating actionable plans to achieve larger long-term goals.

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75 National Teacher Research Panel. “What are the benefits for teaching and learning of cross-curricular work using thinking skills, techniques and language?” Web. 3 October.
School-Wide Instructional Strategies
Implementing clear and consistent instructional strategies across classrooms at Perseverance Prep will support all learners. Based upon the best practices from high achieving schools across the country, including those in California, Perseverance Prep employs the following instructional strategies and practices:

Extended Time: We provide 184 days of instruction annually, from 7:45 am to 3:45 pm. The extended school day and school year model has a positive impact on achievement, and students are able to make significant growth and have begun to close the achievement gap.77

Common Blackboard Configuration (CBC): The CBC allows for consistency across classrooms and includes daily objectives, date, homework for each class, and Words of Inspiration, which are quotes chosen by the teacher aligned to their unit of study. By having a CBC, students are clear on expectations, their assignments, and what they are learning for the day, which allows students a clear and consistent place to find their objective and know what they are expected to do for the day and the class. At the start of each class students will begin by reviewing the objective for the class and discussing and reviewing material from the previous day.

Word Walls and Anchor Charts: Students will have constant access to a print rich environment that will support vocabulary acquisition through word walls and anchor charts. “Anchor Charts keep current and relevant learning and thinking visible by recording content, strategies, cues, processes, and/or guidelines during the learning process. Anchor charts are posted to allow students to refer to the content, strategies, cues, processes, and/or guidelines when engaging in collaborative and/or independent work, in order to build upon and expand those tools to further their learning and understandings.”78 These visuals will be clearly posted and students will be encouraged to reference them throughout the year. These word walls and color-coded anchor charts will support language development and acquisition for both our general education population as well as our English Language Learner population as they begin to dive into the developing their own vocabulary and understanding of the English language.

Blended Learning: In order to reach all students at their various levels, we will implement a blended learning model and the use of technology during both Reading Power Hour and Math Power Hour to target students’ specific needs. “Blended learning is the combination of different training ‘media’ (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term ‘blended’ means that traditional instructor-led training is being supplemented with other electronic formats.”79 We will utilize Khan Academy, Achieve 3000, Wordly Wise, Querium, Accelerated Reader, IXL, Mathalicious, NoRedInk, ST Math, and TCH History Alive. See Appendix M for an outline of both literacy and mathematics programs.

Technology Use: With a target ratio of one computer for every student, we will ensure adequate access to technology and the resources it provides. We know that “[t]echnology and computers are very much at the core of our economy going forward. To be prepared for the demands of the 21st century—and to take advantage of its opportunities—it is essential that more of our students today

learn basic computer programming skills, no matter what field of work they want to pursue." Our students need to know how to efficiently type, use Microsoft Word, Excel, PowerPoint, and Google documents to be successful in high school, college, and career. These basic technological literacy skills will allow Perseverance Prep students to enter high school and college on level with their more affluent peers who have more access to technology and resources, thus setting them up for success. Classroom teachers will also be provided with laptops and a common data collection platform to ensure fluid data entry as well as clear technological communication within the school. With the consistent use of technology by both teachers and students, our school will dive deeply into solving real-world problems thoughtfully and creatively through the use of technology.

Use of Data: Teachers will consistently use daily exit tickets, weekly quizzes, interim assessments, the NWEA MAP assessment, state required assessments, and end of year assessments to collect data on student performance and to inform their instruction – both whole group and small group. We will have weekly data meetings during our minimum day Professional Development to reflect on trends in exit ticket data and identify different groups for guided reading and will also use this data to create targeted groups of students during Focus at the end of the day. For the last 30 minutes of the school day, students are in a personalized learning time where they may choose homework to complete or an approved online program to continue to grow their targeted skills. During this time, teachers have the opportunity to pull small groups of students to remediate based on exit tickets from earlier in the day.

Instructional Practices
In order to run a productive and rigorous classroom, Perseverance Prep has identified six key instructional practices that all teachers will have mastered before the start of each school year. “When teachers receive well-designed professional development, an average of 49 hours spread over six to 12 months, they can increase student achievement by as much as 21 percentile points.” Many of these strategies are rooted in the taxonomies from Doug Lemov’s Teach Like a Champion. We seek to equip our teachers with strategies to begin the year strong culturally so that they are able to move into, and focus on instruction.

Cognitive Guided Instruction: Perseverance Prep deeply believes in the cognitive guided instruction model, which is defined as “(a) the development of student’s mathematical thinking; (b) instruction that influences that development; (c) teacher’s knowledge and beliefs that influence their instructional practices; and (d) the way that teacher’s knowledge, beliefs, and practices are influenced by their understanding of students’ mathematical thinking.” By developing our teachers to put the cognitive lift on the students, it encourages them to be proactive problems solvers as well as tackle problems with a growth mindset. At Perseverance Prep, teachers will constantly be asking students to justify their thinking and build on what other students have previously stated, as well as find multiple solutions to a problem.

Active Progress Monitoring: During the lesson planning cycle, teachers will identify specific questions and data points to collect during student independent work and will circulate the room, pen-in-hand, and give targeted feedback to each and every student on the pre-identified skills.

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80 Code.org/quotes.
82 National Center for Improving Student Learning and Achievement in Mathematics “Algebraic Skills and Strategies for Elementary Teachers and Students.” Web. 3 October.
Teachers will also note on a student roster which students have mastered which skills during this time, and which need additional support and practice. This will allow for rapid feedback to students, as well as a data collection tool for the teacher.

**Do It Again:** To ensure we use the most of our instructional time and continually hold our students to a high bar, when students are not meeting expectations, be it raised hand or lining up in an orderly and efficient manner, the teacher will have students “do it again” until expectations are met. For example, when a teacher asks all students to sit in STAR position (a straight postured position with hands folded on their desk), and only 90% of students comply, the direction will be given again and demerits will be given until there are 100% of scholars following the directions.

**100%:** We believe that all students are capable of learning and can meet high expectations given a set of clear directions. One hundred percent of our students will meet one hundred percent of our expectations one hundred percent of the time. If expectations are not met teachers will first ensure their directions were clear, then have students do it again, and then, if still not meeting expectations, the student would receive a demerit as an individual reminder to meet expectations.

**Strong Voice:** Our teachers will spend a significant amount of time during summer professional development working on a strong voice, which includes register, tone, body posture, speed, and intonation when giving directions and speaking with students. As directors of the classroom, our teachers must be clear in their voice and directions to students, as when directions are clear, they can be followed easily by students.

**Team Factor:** Our teachers and our students find time to congratulate one another on accomplishments and provide accolades, from morning shout-outs to chants and cheers for jobs well done. Teachers infuse joy into the daily culture at Perseverance Prep. Students show support for one another by wiggling their fingers while their peers are struggling through an answer. They snap in sign of agreement or for a job well done. Everywhere progress is recognized and celebrated.

**Bright Lines:** In tandem with 100% and Strong Voice, teachers will be meticulously trained on bright lines or clear delineators between activities. Bright lines are crucial in both giving directions and transitioning from one activity to the next during a lesson. Our school deeply values urgency and efficiency, as to maximize instructional time, and bright lines are a critical component to ensure these expectations are met.

**Reaching All Learners**
Perseverance Prep is committed to meeting all students’ needs and will actively recruit a student population that at a minimum mirrors the lower income percentage of San Jose Unified School District. Our small school environment and targeted approach to personalized learning are specifically designed to meet individual student needs including those of English Language Learners, economically disadvantaged students, special education students, students achieving below or above grade level, and students in foster care or those who are homeless. We have adopted a number of instructional practices and strategies, as outlined above, found effective by high performing charter schools serving a similar student population. More specifically, we will support learners with identified needs in robust ways so that they are able to make significant academic progress on par with their peers.
ENGLISH LANGUAGE LEARNERS
Perseverance Prep will meet all applicable legal requirements for English Language Learners (ELL) as it pertains to annual notifications to parents, student identification, placement, program options, core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Perseverance Prep will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Identifying, Serving, and Assessing English Language Learners
With San Jose’s extremely diverse student population and 29% of students classified as English Language Learners (ELL), Perseverance Prep will strategically identify, serve, and assess the ELL program to ensure all scholars are learning and are set up for scholarly success. We are committed to providing appropriate scaffolds and robust supports to make sure our students are successful in a highly rigorous academic program. Additionally, we will continually drive students toward English proficiency and mastery of their second language, always understanding the deep importance of English mastery for our students. We will comply with all federal, state, and district mandates regarding English Learner education and re-designation of ELLs, and will meet all requirements of federal and state law to ensure equal access to curriculum for all students, including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Title III of the No Child Left Behind Act of 2001. No student will be discriminated against or denied equal access because of his/her ELL status.

All incoming Perseverance Prep students will receive a Home Language Survey that will help staff identify which students are not fluent English speakers and which should be tested for ELL status using the California English Language Development Test (CELDT). The school will notify parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of the CELDT/ELPAC testing results within 30 calendar days following receipt of test results. These students will be tested within the first 30 days of school beginning and annually thereafter until they are reclassified. We will continue to monitor reclassified students for two years to ensure they continue to meet state standards. If the student is deemed Limited English Proficient, they will receive targeted English Language services in their classroom, delivered by their normal classroom teachers with special training in strategies for English learners. At the end of the year all students, including ELLs, will take the Smarter Balanced Assessment as mandated by the state of California, and we will analyze performance data for our ELL subgroup of students to ensure they are making progress that is on par with their non-ELL peers. Our Assistant Director will communicate and explain test results to students’ parents at individual meetings.

We believe that all students can learn at high levels within our highly structured, rigorous model, and will fully include ELL students within classrooms, unless otherwise specified in their Individual Language Plan (ILP). Through scaffolded supports, our ELL students will thrive alongside fluent English students. We follow the California English Language Development Standards, implement SDAIE strategies in all courses, and work with Project GLAD, a California Department of Education Exemplary Program, to provide professional development for our staff.

83 San Jose Unified Fast Facts SJUSD.org.
84 Perseverance Prep recognizes during the term of the charter CELDT will be replaced with English Language Proficiency Assessments for California (ELPAC), so all references to CELDT will later read as ELPAC, once it has been enacted.
in support of developing curriculum and instruction with ELLs in mind. Both of these programs have been implemented and used in other high performing schools, such as Cornerstone Academy Preparatory School and Voices College-Bound Language Academy in the Franklin-McKinley School District.

Perseverance Prep will employ multiple instructional strategies as well as structural supports to help ELL students better access material, beginning with our extended school day. In a recent study conducted by Time and Learning, they found students are significantly positively impacted by having a longer day, and ELL students benefit more than others. Evidenced by this study as well as various examinations of top performing schools from across the country, the following have been found to be the most effective strategies in ensuring ELLs make significant academic gains: (1) Extended literacy blocks, (2) Tutoring or targeted academic intervention, (3) ELL specific support, and (4) Clear and structured professional development around supporting ELLs inside the classroom.

Our literacy block will consist of 90 minutes of instruction. The first 60 minutes will include a reading rotational model that includes guided reading coupled with blended learning. Students will be broken up into smaller groups to allow for more targeted instruction with the teacher. When not directly working with teachers, learning programs such as Wordly Wise, Achieve 3000, Accelerated Reader, or Quizlet will allow students to work at their own pace on targeted skills. The combination of the small group instruction from the teacher as well as the leveled personalized platforms allows students to grow at an accelerated rate. The remaining 30 minutes will be spent in book discussions. These book discussions will have a specific language objective and will employ SIOP (Sheltered Immersion Observation Protocol) strategies. Additionally, they will include students discussing and dissecting various fiction and non-fiction texts. There is also an additional 35 minutes of writing daily and a 45 Speech and Debate course that has been specifically aligned to English and Language Development standards as well as Speaking and Listening standards. These language acquisition skills are crucial for students to practice in the developmental stages of their English language proficiency. Similarly, teachers will closely align their lessons with the California English Language Development Standards to ensure they are reaching all students to provide vocabulary, sentence structure, fluency, language practice, and encourage students toward rigorous goals. Highly skilled teachers who all possess an ELL certification will be trained to implement the following strategies:

- Pre-teaching of academic and key vocabulary
- Using Realia
- Extended time for literacy instruction
- Ample opportunities to speak with peers about literary and academic content
- Use of scaffolded instruction
- Word walls that are continually referenced throughout the lesson and the year
- Color-coded anchor charts
- Total physical response

85 Voices outperformed their district by 18% in ELA and 2% in math for students who scored proficient or advanced on the SBAC.
86 National Center on Time and Learning “Giving English Language Learners the Time They Need to Succeed: Profiles of Three Expanded Learning time schools.” Web. 3 October.
87 Ibid. page 6.
• Labels throughout the classroom with tier 2 and 3 vocabulary
• In-school tutoring during the last block of the day
• Small group instruction
• Extended wait time
• Think-pair-shares
• Habits of discussion
• Socratic seminars
• Books on tape
• Echo reading and choral reading

In combination with the CELDT/ELPAC, teachers will also use the English Language Content Standards to monitor students’ mastery in reading, listening, speaking, and writing. By actively monitoring students’ progress in these target areas, teachers can immediately respond to struggling students by using scaffolds, such as differentiated texts, vocabulary supports, and visuals.

With these supports, our students will make significant academic gains during their time at Perseverance Prep, ensuring they leave our school prepared to excel in high school. Based on the reclassification procedures developed by the California Department of Education (CDE) and set forth in Education Code Section 313 (d), Perseverance Prep will utilize multiple criteria in determining whether a student should be reclassified as proficient in English, including, but not limited to, the following:

**Figure 22: English Language Learner Evaluation and Reclassification**

<table>
<thead>
<tr>
<th>Form of Evaluation</th>
<th>Criteria for Reclassification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of language proficiency using an objective assessment instrument, including, but not limited to, English language development test pursuant to Section 60810 of the Education Code</td>
<td>The student must demonstrate English proficiency on the annual CELDT/ELPAC by achieving an overall performance level of 4 or 5 with skill area scores of 3 or higher.</td>
</tr>
<tr>
<td>Comparison of the student’s performance in basic skills against an empirically established range of the performance of English proficient students of the same age in basic skills that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for English as their first language students</td>
<td>Students with scores above cut point on CAASPP selected by the SBE will be considered for reclassification.</td>
</tr>
<tr>
<td>Parental opinion and consultations</td>
<td>Perseverance Prep will provide notice to parents or guardians of their rights and encourage them to participate in reclassification process through an in-person meeting.</td>
</tr>
</tbody>
</table>

Perseverance Prep will notify families of reclassification eligibility, update school and school district records, and monitor students’ progress.

**Monitoring and Evaluation of Program Effectiveness**
The evaluation for the program effectiveness for ELLs in the school will include:
• Adherence to school-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress
• Monitoring of teacher qualifications and use of appropriate instructional strategies based on program design
• Monitoring of student identification and placement
• Monitoring of parental program choice options
• Should there be more than 21 identified ELL students, an English Learner Advisory Committee (ELAC) shall be formed

PLAN FOR ACADEMICALLY HIGH-ACHIEVING STUDENTS
Perseverance Prep will work diligently to ensure everyone grows, including students who are high achieving. For our accelerated students, we will intentionally use personalized technology as a way to meet students at their higher level. For example, for a student that has mastered the material of the whole-group discussion, they may “test out” by completing the exit ticket for the day and scoring a 90% or higher. Once they have proven their clear understanding of the day’s lesson, they may log onto various technological programs based on their Personalized Learning Plan (PLP) the teacher has established with each of the students. Although the teacher will largely drive the creation and implementation of a student’s PLP in 5th grade, as the student grows, they will become more responsible for this material. By the end of 6th grade, students will be expected to analyze their own data from tests, quizzes, and exit tickets, and create their own PLP with support and guidance from their teachers.

To be permanently classified as high-achieving students, students must score two years above grade level on the Gates-MacGinitie or on the NWEA Map. Once they have been categorized in this way, their parents will be notified and a conference will occur between the parents and the Assistant Director to discuss how the student will continue to be challenged within the classroom. The Assistant Director will work directly with the student’s teachers to create demanding and realistic goals and plans to measure progress toward those goals, given the student’s higher skill level. Research, writing, and product length, breadth and depth of requirements, reading materials, and other elements of the learning environment can be differentiated for students performing at different skill levels. These students will be tested with the same regularity as other students, including, but not limited to, three times a year for the NWEA MAP and twice a year for the Gates-MacGinitie.

PLAN FOR ACADEMICALLY LOW-ACHIEVING STUDENTS
Perseverance Prep is committed to educating all scholars within our school. To drive toward equity for all students, Perseverance Prep will use the Response to Intervention (“RtI”) model used by the state and district to drive toward academic outcomes. A student will be classified as “low-achieving” if they are two or more grade levels behind, or if they have a 60% or lower in 2 or more core subjects as measured by interim assessments, weekly quizzes, and daily exit tickets. Should a student be classified as low-achieving, parents will be immediately notified and a conference will be held among the parents, teacher, and the Assistant Director.

California defines RtI as “a systematic, data-driven, approach to instruction that benefits every student. RtI integrates resources from general education, categorical programs, and special education through a comprehensive systems of core instruction and tiered levels of interventions.
to benefit every student.” With this clear approach to identifying students and assessing them for our special education program and services, we strive to increase academic results for all of our students.

During our summer professional development, our teachers will be trained in how to best use instructional practices within the classroom and develop intervention plans should students not respond to initial supports. Progress is monitored to assess both the learning rate and level of performance of individual students, and monitoring progress increases as scholars reach higher tiers of interventions. Educational decisions about the intensity and duration of interventions are based on individual scholar response to instruction. RtI is performed with general education scholars, to create a well-integrated system of instruction and intervention guided by scholar outcome data.

Should the initial interventions in the class prove to be unsuccessful through Tier I89 interventions, a certified staff member will identify and implement Tier II interventions to support students in making the growth necessary for mastery of the content or skill. If students still are not making substantial growth, they will be referred to our Special Education Department for testing to determine special education eligibility. Should the student qualify for additional special education supports/services, an Individual Education Plan (IEP) will be written. These IEPs will be reviewed annually and each student will be reevaluated at least every three years. In our first year of operation our Assistant Director will work with specialists in the San Jose community to ensure the development of the necessary management and monitoring of IEPs within our building.

In our first year of operation, we anticipate a population similar to that of San Jose Unified School District, which has approximately 11% of students in Special Education programs. For year one and year two, the Assistant Director will be in charge of monitoring the RtI process as well as ensuring the IEP process is followed with fidelity. Additionally, he/she will oversee coordinating service hours for IEP students in conjunction with the Special Education teacher.

In order to fully prepare our teachers to serve all students through identification, intervention, and ultimately moving through the Student Support Team (“SST”) process, we will dedicate time during summer professional development to cover this process. All academic and behavioral data will be tracked by subgroup, including students in special education and English Language Learners.

**Tier Definitions**
The following are definitions of Tier I, II, and III students and interventions.90

**Tier I**
Tier I interventions are the core instruction that occurs within the general education classroom. All scholars receive Tier I interventions as needed. Tier I is standards aligned, high-quality, consistent instruction during which the teacher checks for understanding regularly and addresses student misconceptions. Exit tickets, weekly quizzes, and other progress monitoring assessments lead to remediation to ensure all scholars meet lesson objectives. Tier I instruction includes differentiation

88 California Department of Education “California Philosophy and Definition RtI.” Web. 7 October.
89 See Tier definitions below.
90 The following was adapted from Cornerstone Academy Preparatory School’s Special Education Playbook.
for all scholars, including small group remediation, use of multiple modalities, guided practice, and active monitoring of student work during independent practice. When teachers implement the core program effectively and are given sufficient support and professional development, 80% or more of the scholars will appropriately progress to mastery of standards in the general education classroom.

**Tier II**
Tier II interventions are initiated when a scholar fails to evidence growth towards mastery of standards with Tier I interventions. Tier II interventions supplements or replaces Tier I interventions. Tier II interventions are research-based, specifically selected instruction which take place in small groups of 1-6 scholars, and consist of focused instruction on specific objectives. In determining which objective to focus on, teachers will consider the root causes of scholar performance, which standards or skills will allow scholars access to other standards or benchmarks, and target tier II interventions on those root causes and skills. For example: A fifth grader struggling with understanding a text that he reads might need phonics instruction before fluency practice, which are both foundational to reading comprehension. Tier II also incorporates progress monitoring and tracking of implementation fidelity. Tier II interventions are executed 3 - 5 times per week for 4 - 6 weeks. The student will be reassessed on the material to determine progress. Should a student fail to make progress during their Tier II interventions, they move onto Tier III.

For students who fall in Tier II interventions, aside from pull-out group twice per week during Reading Power Hour, they will be pulled out during Focus to review the material for the day, that way they receive a significant amount of small group time with a low teacher to student ratio. Additionally, students may use other adaptive computerized programs that are leveled for their specific zone of proximal development and allows them to move at their own pace.

**Tier III**
Tier III interventions are initiated when a scholar does not show progress with Tier I and Tier II interventions. Tier III intervention replaces some Tier I and II interventions. Tier III interventions are research based, specifically selected instruction which take place in small groups of 1-4 scholars, and consist of focused instruction on specific objectives. Tier III monitors progress and tracks implementation fidelity. Small groups in Tier III interventions are executed at least 5 times per week, for 6 weeks. Both Tier II and Tier III interventions occur in small groups, and the distinction is the number of sessions per week, and data collected on scholar progress. Tier III interventions always occur at least daily, continue for 6 weeks, and have data collected at least 3 times per week.

**Overview Regarding Services and Accommodations for Students with Disabilities**
Perseverance Prep shall comply with the Individuals with Disabilities in Education Improvement Act (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
Overview

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

The Charter School will be its own local educational agency ("LEA") for purposes of special education, and will seek membership in the El Dorado County Charter Special Education Local Plan Area ("SELPA") or the county SELPA in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to SBE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School will participate in the state’s quality assurance process for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review.

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

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services for Students under the “IDEA”

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

The Charter School agrees to promptly respond to all SBE or SELPA inquiries, to comply with reasonable SBE or SELPA directives, and to allow the State or SELPA access to Charter School
students, staff, facilities, equipment and records as required to fulfill all SBE obligations under this Agreement or imposed by law.

**Staffing**

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in SBE or SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

**Notification and Coordination**

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

**Identification and Referral**

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

**Assessments**

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. Shall respond to a written request for assessment within 15 days. If CHARTER concludes that an assessment is appropriate, sends written Assessment Plan within 15 days, and upon receipt, conducts evaluation and holds IEP within 60 days. The Charter School will determine what assessments, if any, are necessary and
arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School will conduct IEP meetings yearly to review the student’s progress; every three years to review the results of a mandatory comprehensive reevaluation; after the student has received a formal assessment or reassessment; within 30 days of a parent’s request; when an Individual Transition Plan is (ITP) required at the appropriate age; if manifestation determination is required. The Charter School assumes responsibility for IEP review. Unless otherwise specified on the student’s IEP, parents will be informed four times a year of the student’s progress toward meeting annual goals. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; the student’s parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights. If reassessment is requested any time during the year, school will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.
Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

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

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

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School’s designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.
Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

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

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

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

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

The final determination of whether the student is eligible for accommodations under Section 504 must be made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

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

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

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

**Compliance with Local Control Accountability Plan**

Perseverance Prep will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in **Part B: Measurable Pupil Outcomes** for the schoolwide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2019-20, Perseverance Prep will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.
PART B: MEASURABLE STUDENT OUTCOMES

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

- California Education Code Section 47605 (b)(5)(B)

Local Control and Accountability Plan

Perseverance Prep will comply with all requirements pursuant to California Education Code and §47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d). These priorities are as follows:

1. Quality Teachers, Curriculum, and Facilities (Basic Services)
2. Alignment to and implementation of the Common Core State Standards (CCSS) with support for ELLs and other subgroups
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access and Enrollment
8. Student Outcomes

Additionally, the school will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. This includes the annual submission of the Local Control and accountability Plan (LCAP) or LCAP update as appropriate, to the California Department of Education on or before July 1 of each year pursuant to California Education Code §47605 (b)(5)(A)(ii). As set forth in Education Code §47605.5 (a), the annual update shall include:

- A review of the progress towards the goals included in the charter, an assessment of the effectiveness of specific actions toward achieving those goals, and a description of the changes to the specific actions Perseverance Prep will make as a result of the review and assessment.
- Listing and description of the expenditures for the fiscal year in implementing the specific actions included in the charter as a result of the reviews and assessments, classified using the California School Accounting Manual.
Perseverance Prep reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a “material revision to the charter” as defined on section 47607. These goals can be found in detail in Figure 22 on page 61. The Executive Director is responsible for ensuring all annual goals are met.

**Academic Goals**

Perseverance Prep proposes a series of performance based academic goals using comparative, absolute, and longitudinal measures of students’ mastery of literacy and mathematics as well as the California Common Core State Standards. Perseverance Prep will ensure alignment with measurable goals aligned with California Education Code Section 47606 (b)(5)(B). Through such measures, we will be able to clearly demonstrate the value-add to the San Jose Unified School District as well as to the families and students we serve.

Each year, our measure of success will be the degree to which we have met the goals outlined below; our ultimate measure of success will be the percentage of 8th graders who matriculate from Perseverance Prep having reached grade-level proficiency in English Language Arts and mathematics as measured by the Smarter Balanced Assessment, placing them on the path to high school success and college readiness.

In striving to meet this ultimate goal, and to ensure measurable success during and across all years of our charter term, we have established clear annual benchmarks and milestones which align to our mission, curriculum, and assessments of Perseverance Prep. All measures allow us to measure absolute achievement within individual years as well as measure academic growth and progress year to year.

Should student achievement or other data indicate the school is not meeting its academic targets or benchmarks, the school will analyze the data holistically and by subgroup, and adapt its program to improve performance in the identified area of weakness. In order to ensure we are on track to reach our goals on an annual basis, additional formative assessments will be developed for each of the core content courses.

Below, in Figure 23, we outline a summary of our measurable outcomes as well as the assessment tools that will be used to measure each of our goals.

**Figure 23: Measurable Pupil Outcomes**

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER ASSIGNMENTS AND CREDENTIALING</strong></td>
</tr>
<tr>
<td>State Priority #1: Basic Services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>PERSON RESPONSIBLE</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Annual Review</th>
</tr>
</thead>
</table>

### Access to Instructional Materials

**State Priority #1: Basic Services**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Person Responsible</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#1. Students will have access to CCSS and California content standards aligned materials, to use in-home and at school, as described in the charter petition.</strong></td>
<td>Executive Director and Assistant Director</td>
<td><strong>Schoolwide:</strong> 100% access to content</td>
</tr>
<tr>
<td><strong>#2. ELs will be provided with the supports and accommodations to access standards aligned, materials and services to support their mastery of standards, including ELD standards.</strong></td>
<td>N/A Planning Year</td>
<td><strong>Schoolwide:</strong> 100% access to content</td>
</tr>
<tr>
<td><strong>#3. Students with an IEP will be provided with</strong></td>
<td></td>
<td><strong>Schoolwide:</strong> 100% access to content</td>
</tr>
</tbody>
</table>
the supports, appropriate modifications and accommodations, in accordance with their IEP, to access standards aligned materials and services to support their mastery of standards, and engage in the program set forth in their IEP.

### FACILITIES MAINTENANCE

State Priority #1: Basic Services

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>PERSON RESPONSIBLE</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Monthly Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities shall be maintained in a manner that assures that it is clean, safe, and functional.</td>
<td>Executive Director and Operations Director</td>
<td>2018-2019</td>
</tr>
<tr>
<td></td>
<td>N/A Planning Year</td>
<td>90%+ in compliance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required corrections made within 3 months: 90%</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

State Priority #2

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>PERSON RESPONSIBLE</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Ongoing and Annual Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All curriculum plans (scope &amp; sequence, unit plans, and lesson plans) will be aligned to CCSS, NGSS, and/or California State Standards. 2. All students, including subgroups (English language learners and lower income), will demonstrate growth in ELA and Math.</td>
<td>Executive Director and Assistant Director</td>
<td>2018-2019</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
<td>Curriculum alignment: 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students show 1 year of growth on NWEA MAP: 90%</td>
</tr>
</tbody>
</table>

### PARENT INVOLVEMENT

State Priority #3
<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>PERSON RESPONSIBLE</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Semi-Annual Parent Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents will demonstrate satisfaction with academic program and school involvement.</td>
<td>Operations Director</td>
<td>N/A Planning Year</td>
</tr>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>STATEWIDE ASSESSMENTS</th>
<th>STATE PRIORITY #4: STUDENT ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANNUAL GOALS</td>
<td>PERSON RESPONSIBLE</td>
</tr>
<tr>
<td>Students, including subgroups English language learners and lower income, will demonstrate proficiency in ELA and math.</td>
<td>Executive Director and Assistant Director</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENGLISH LEARNER ADEQUATE PROGRESS RATE</strong></td>
<td><strong>STATE PRIORITY #4: STUDENT ACHIEVEMENT</strong></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>until the SJUSD and state average achieves 70% proficiency or higher</td>
<td>have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the SJUSD and state average, as measured by the SBAC in ELA, until the SJUSD and state average achieves 70% proficiency or higher</td>
</tr>
<tr>
<td>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in Math</td>
<td>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in Math</td>
</tr>
<tr>
<td>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</td>
<td>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</td>
</tr>
<tr>
<td>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the SJUSD and state average, as measured by the SBAC in ELA, until the SJUSD and state average achieves 70% proficiency or higher</td>
<td>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the SJUSD and state average, as measured by the SBAC in ELA, until the SJUSD and state average achieves 70% proficiency or higher</td>
</tr>
<tr>
<td>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in Math</td>
<td>Math: 55% of students who have attended the school for two or more years, on average, will score proficient or advanced on the SBAC in Math</td>
</tr>
<tr>
<td>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</td>
<td>Math: 70% of students who have attended the school for three or more years, on average, will score proficient or advanced on the SBAC in Math</td>
</tr>
<tr>
<td>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the SJUSD and state average, as measured by the SBAC in ELA, until the SJUSD and state average achieves 70% proficiency or higher</td>
<td>Math: 100% of students who have attended the school for two or more years, on average, will attain proficiency rates that are 10% higher the SJUSD and state average, as measured by the SBAC in ELA, until the SJUSD and state average achieves 70% proficiency or higher</td>
</tr>
<tr>
<td>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</td>
<td>PERSON RESPONSIBLE</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>EL will show growth in English proficiency</td>
<td>Executive Director and Assistant Director N/A Planning Year</td>
</tr>
<tr>
<td></td>
<td>100% of students advance at least one performance level on the CELDT/ELPAC per year.</td>
</tr>
</tbody>
</table>

| ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT |
|---------------------------------------------------------------|--------------------|-------------------------------------------------------------|
| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | PERSON RESPONSIBLE | MEASURABLE OUTCOMES Method for Measuring: CELDT/ELPAC scores |
| ELs will show growth in English proficiency and progress towards reclassification. | Executive Director and Assistant Director N/A Planning Year | 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023 |
| 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. |
| 80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of LTELs who have attended the school for two years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. |
| Schoolwide EL reclassification rate will exceed district average. | Schoolwide EL reclassification rate will exceed district average. | Schoolwide EL reclassification rate will exceed district average. | Schoolwide EL reclassification rate will exceed district average. | Schoolwide EL reclassification rate will exceed district average. |

| COLLEGE PREPAREDNESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT |
|---------------------------------------------------------------|--------------------|-------------------------------------------------------------|
| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | PERSON RESPONSIBLE | MEASURABLE OUTCOMES Method for Measuring: NWEA MAP |
|                                                              | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. | 80% of ELs who have attended the school for three years, on average, will reclassify as RFEP before promoting from 8th grade to 9th grade. |
Students, including subgroups (English language learners and lower income), will be on the path to college readiness in ELA and math.

<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Measurable Outcomes</th>
<th>Method for Measuring: Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director and Assistant Director</td>
<td>The school will meet 100% of projected enrollment.</td>
<td>N/A 2018-2019</td>
</tr>
<tr>
<td>N/A Planning Year</td>
<td>Annual average of 95% daily attendance or higher.</td>
<td>2019-2020</td>
</tr>
<tr>
<td></td>
<td>Less than 3% of students chronically absent.</td>
<td>2020-2021</td>
</tr>
<tr>
<td></td>
<td>The school will meet 100% of projected enrollment.</td>
<td>2021-2022</td>
</tr>
<tr>
<td></td>
<td>Annual average of 95% daily attendance or higher.</td>
<td>2022-2023</td>
</tr>
<tr>
<td></td>
<td>Less than 3% of students chronically absent.</td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL ATTENDANCE RATE**

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th>Annual Goals</th>
<th>Person Responsible</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The school will be fully enrolled, with high levels of daily attendance.</strong></td>
<td>Executive Director and Operations Director</td>
<td>N/A Planning Year</td>
</tr>
</tbody>
</table>
### CHRONIC ABSENTEEISM RATE

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Attendance Rate</td>
</tr>
<tr>
<td>Students will regularly attend school.</td>
<td>Operations Director</td>
<td>N/A Planning Year</td>
</tr>
</tbody>
</table>

### DROPOUT RATE [Middle and High Schools Only]

**State Priority #5: Student Engagement**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring:</td>
</tr>
<tr>
<td>Students will complete middle school and matriculate to high school.</td>
<td>Executive Director and Assistant Director</td>
<td>N/A Planning Year</td>
</tr>
</tbody>
</table>

### STUDENT SUSPENSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Suspension Rate</td>
</tr>
<tr>
<td>Students will remain in good behavioral standing with the school.</td>
<td>Executive Director</td>
<td>N/A Planning Year</td>
</tr>
</tbody>
</table>

### STUDENT EXPULSION RATE

**State Priority #6: School Climate**

<table>
<thead>
<tr>
<th><strong>Annual Goals</strong></th>
<th><strong>Person Responsible</strong></th>
<th><strong>Measurable Outcomes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Method for Measuring: Expulsion Rate</td>
</tr>
<tr>
<td><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</td>
<td><strong>PERSON RESPONSIBLE</strong></td>
<td><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Annual &amp; Semiannual Surveys</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Students will remain in good behavioral standing with the school.</td>
<td>Executive Director</td>
<td>Expulsion rate: 1% or less</td>
</tr>
<tr>
<td>Students and families will demonstrate satisfaction with academic program.</td>
<td>Executive Director and Assistant Director</td>
<td>Student and family approval of academic program: 90%</td>
</tr>
<tr>
<td>Students will have access to engaging courses.</td>
<td>Executive Director and Assistant Director</td>
<td>100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate, physical education, and a specials course.</td>
</tr>
<tr>
<td>Students (including ELL and lower-income) will be proficient in social studies, science, and science, and servant leadership.</td>
<td>Executive Director and Assistant Director</td>
<td>At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-</td>
</tr>
</tbody>
</table>

| **[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]** **STATE PRIORITY #6: SCHOOL CLIMATE** |
|---|---|---|---|---|---|
| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **PERSON RESPONSIBLE** | **MEASURABLE OUTCOMES** Method for Measuring: Annual & Semiannual Surveys |
| Students and families will demonstrate satisfaction with academic program. | Executive Director and Assistant Director | Student and family approval of academic program: 90% |
| Students will have access to engaging courses. | Executive Director and Assistant Director | 100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate, physical education, and a specials course. |
| Students (including ELL and lower-income) will be proficient in social studies, science, and science, and servant leadership. | Executive Director and Assistant Director | At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally- |

| **BROAD COURSE OF STUDY** **STATE PRIORITY #7** |
|---|---|---|---|---|---|
| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **PERSON RESPONSIBLE** | **MEASURABLE OUTCOMES** Method for Measuring: Student Schedule and School Calendar |
| Students will have access to engaging courses. | Executive Director and Assistant Director | 100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate, physical education, and a specials course. |
| Students (including ELL and lower-income) will be proficient in social studies, science, and science, and servant leadership. | Executive Director and Assistant Director | At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally- |

| **[OTHER STUDENT OUTCOMES]** **STATE PRIORITY #8** |
|---|---|---|---|---|---|
| **ANNUAL GOALS** (Identify schoolwide and subgroup goals as applicable) | **PERSON RESPONSIBLE** | **MEASURABLE OUTCOMES** Method for Measuring: Internally Developed Assessments |
| Students will have access to engaging courses. | Executive Director and Assistant Director | 100% of students, including subgroups, will enroll in a course of study that includes the core subjects, speech and debate, physical education, and a specials course. |
| Students (including ELL and lower-income) will be proficient in social studies, science, and science, and servant leadership. | Executive Director and Assistant Director | At least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally- |
| developed, summative, social studies assessment | developed, summative, social studies assessment | developed, summative, social studies assessment |
| at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, social studies assessment |
| at least 60% of students will demonstrate proficiency or higher on internally-developed, summative, interdisciplinary performance assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 95% of 5th and 6th graders will complete 5 hours of community service. | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| 90% of students will complete a Community Betterment Project. Students will research and identify a community problem, and present a solution to a panel of external judges, receiving a grade of 80% or above, based on a commonly applied qualitative and quantitative rubric. | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 60% of students will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 70% of students attending for three or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 60% of students will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment | at least 60% of students attending for two or more years, on average, will demonstrate proficiency or higher on internally-developed, summative, science assessment |
| at least 95% of 5th and 6th graders will complete 5 hours of community service and at | at least 95% of 5th and 6th graders will complete 5 hours of community service and at | at least 95% of 5th and 6th graders will complete 5 hours of community service and at |
| least 95% of 7th and 8th graders will complete 10 hours of community service per trimester. | 90% of students will complete a Community Betterment Project. Students will research and identify a community problem, and present a solution to a panel of external judges, receiving a grade of 80% or above, based on a commonly applied qualitative and quantitative rubric. | least 95% of 7th and 8th graders will complete 10 hours of community service per trimester. | least 95% of 7th and 8th graders will complete 10 hours of community service per trimester. | 90% of students will complete a Community Betterment Project. Students will research and identify a community problem, and present a solution to a panel of external judges, receiving a grade of 80% or above, based on a commonly applied qualitative and quantitative rubric. |
Part C: METHODS BY WHICH PUPIL PROGRESS TOWARD MEETING OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.”

- California Education Code Section 47065 (b)(5)(C)

Accountability
Our mission is to ensure scholarly success for every student who enters our doors. We will provide the literacy and mathematical foundation for students to excel in high school and beyond. In pursuit of this ambitious mission we must have clear and measurable systems in order to ensure our students are meeting pre-determined, measurable outcomes.

Assessment System
In order to provide strong, targeted instruction, which delivers student results, we must be a data-driven school. We will have accurate and reliable data with which to drive instruction across the school. Our assessments will deliberately drive toward student mastery of the California Common Core State Standards as well as Next Generation Science Standards and the rigorous instruction designed based on those standards will provide students with the mathematical and literacy foundation for scholarly success.

In proposing a 2019-2020 school opening, Perseverance Prep will use the California Smarter Balanced Assessment (“SBAC”) in 5th-8th grade. This state-wide standardized assessment holds us accountable to our state and helps us understand our performance on a relational basis as well as provide an absolute measure of our students’ proficiency on the California Common Core State Standards. Data from the SBAC assessment will inform our curriculum design and revisions as well as our daily instructional delivery, ensuring students are performing proficient across all standards through our analysis of both student individual and cohort performances. Similarly, we will administer the NWEA Measures of Academic Progress or “MAP” test three times per year to measure student academic growth in the areas of reading and mathematics within our school. We will use this data to inform groupings as well as students who may need extra remediation.

On a more frequent basis, Perseverance Prep will administer mid- and end-of-trimester interim assessments, weekly quizzes, and daily exit tickets all aligned to state standards and are backwards mapped from the requirements of annual state assessments. “Progress monitoring has multiple components: establishing and measuring of academic goals; providing a vehicle for understanding how students are progressing toward established goals; creating opportunities for class-, school-, and/or district-wide screening to identify students potentially at risk for academic failure; and offering data that can provide accountability evidence to parents, teachers, and educators about the impact of intervention programs. When progress monitoring is done on a frequent basis, it offers students themselves a chance to see how they are moving toward goals, offers a clearer understanding of the impact of the instruction they are receiving, and acts as a potential vehicle for communication with parents (e.g., Fuchs, Fuchs, Hamlett, & Whinnery, 1991; Hosp & Hosp,
These more frequent data collection methods will allow teachers to determine the degree to which students are mastering the content and skills in each subject area and at each grade level and the degree to which they are on track to reach our school goals. Additionally, data will demonstrate whether individual students have specific misconceptions or whether the misconceptions are more broad, allowing us to address misconceptions and gaps in mastery to the appropriate group – whether whole group, small group, or individual.

Our internally-created interim assessments will allow us to compare data within and among different cohorts of students. These assessments will be Common Core-aligned and will drive toward the rigor of the end of year assessment. These formative data points will allow us to calibrate our curriculum and instruction to better meet the needs of all of our students. Perseverance Prep plans to use the platform Kickboard to track academics as well as attendance. By having one centralized platform, the school is able to see trends and patterns. For example, the Executive Director and Assistant Director could track how student absences may be correlated to a decrease in assessment scores. When necessary we may change our assessment tools to better align with state or national tests, should standards shift or change. Please see Figure 24 for an outline of the comprehensive assessment portfolio at Perseverance Prep.

**Figure 24: Description of Assessment Tools**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Content Area(s)</th>
<th>Description</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP</td>
<td>English, Math</td>
<td>Nationally normed test that compares one test taker’s performance against the performance of same-grade peers nationally</td>
<td>Allows the school to compare their students with other across the country.</td>
</tr>
<tr>
<td>CELDT/ELPAC</td>
<td>English Learner Development</td>
<td>Beginning of the year test administered to students who have a home language other than English.</td>
<td>Measures students’ mastery of the English Language.</td>
</tr>
<tr>
<td>Gates-MacGinitie</td>
<td>English</td>
<td>Nationally normed test that identifies student’s reading level and Lexile level</td>
<td>Allows teacher to group students for literacy based instruction.</td>
</tr>
</tbody>
</table>

---

Designing Professional Development
As described in Part A, teachers continually learn and grow through professional development through weekly meetings as well as in individual coaching sessions. The school leadership team in the first few years, consisting of the Executive Director and the Assistant Director, use school wide student achievement data to inform the professional development trajectory for teachers. This responsive use of data supports teachers in meeting student needs and giving them the tools necessary to process their students’ data. The team will use data from interim assessments, NWEA MAP, Gates-MacGinitie, and other formative assessments to drive professional development and differentiation.

School leadership will analyze the data holistically as well as when disaggregated by various subgroups i.e. ethnicity, gender, English learner status, socioeconomically disadvantaged students, students with disabilities to ensure Perseverance Prep is on track to meet stated annual goals.

We strategically chose our assessments to ensure they provided the most beneficial and useful data to help drive instruction so that we are able to meet the needs of all learners. If at any time these assessments impede learning or are no longer aligned to the state standards, we will commit time and energy to reevaluating them and reconsider their role within our school, as well as determine best replacement assessments that are in alignment with both state standards as well as Perseverance Prep’s mission.

Non-Academic Assessments
In addition to the aforementioned exams and assessments we will have performance exams within Speech and Debate. Depending on the trimester students will have a variety of assignments leading up to a final performance. Students will be graded on a performance rubric modeled after the National Forensic League Middle School Speech and Debate Tournament. Student will perform their speeches at the conclusion of each trimester and have the option to also perform their speeches at Expo Nights. These nights allow students to showcase their talents and their learnings from the
trimester. Students can choose to present an academic topic or potentially their Speech/Debate performance from that trimester.

Our FIERCE values also drive everything we do and who we hope our students become. They need to continually be focused, intrepid, ethical, responsible, community engaged leaders. We will implement a merit and demerit point system that will track students’ behavior based on these core values. Students should have a minimum of 40 points at the end of each week. These merits and demerits will be tracked and a report will be sent home weekly for a parent signature. A full description of our Discipline System is outlined in Section J.

Students will complete 5 hours of community service per trimester if they are in 5th or 6th grade and 10 hours of community service if they are in 7th or 8th grade. Students will have opportunities before and after school to volunteer at the school as well as with outside organizations, many of which Perseverance Prep will have established partnerships in support of our students’ service learning. 92 All Letters of Support can be found in Appendix B.

Additionally, students will have various technological skills assessments, including typing and Microsoft Word proficiency. For example, students will have timed typing tests that assess both accuracy as well as speed. They will also complete projects and unit presentations to demonstrate their skills in Google Slides, Google Sheets, and Google Documents. For coding, students will be required to find a coding glitch in a program and fix it so that the program works.

Students will also complete the California mandated physical fitness test in their 5th and 8th grade years.

Surveys
Perseverance Prep is dedicated to continual improvement and in doing so needs to annually reevaluate our execution of our mission and vision with various stakeholders. Thus, an annual survey will be sent home for parents to complete. Staff will complete this survey, found in Appendix H, three times per year to give feedback and suggestions to the school. Our staff are incredibly hard working, and their ideas and opinions are valued at Perseverance Prep. Additionally, students will complete an annual survey that includes questions regarding culture of their classroom and the safety of the environment as well as suggestions for overall school improvement. We will use all data from these key stakeholder surveys to inform improvement to our school. Comprehensive and qualitative and quantitative summaries of all survey results will be provided to the Board for its annual review.

92 Lead Founder Alexandria LeeNatali is in productive conversation with multiple potential partners who would be willing to host students for these volunteer opportunities, including Emma Prusch Park and Happy Hollow.
Part D: GOVERNANCE STRUCTURE

“The governance structure of the charter school, including but not limited to, the process to be followed by the charter school to ensure parental involvement.”
- California Education Code Section 47605 (b)(5)(D)

Governance
Perseverance Preparatory School (“Perseverance Prep”) is proposed by a high capacity group of community leaders who together are deeply dedicated to improving and expanding the educational options at the middle school level for families in San Jose, and particularly for students challenged by high rates of poverty and other academic risk factors. Together, the founding team embraces a college preparatory, ambitious mission for all children, and believe that regardless of demographic profile, all students matriculating from grade eight can be placed firmly on the path to a college-preparatory high school when given rigorous instruction, personalized supports, and a values-based school community during the middle school years.

The founding group is dedicated to ensuring an excellent and expanded grade 5-8 middle school for the students of San Jose based on deep analysis of the highest performing charter schools, both locally and throughout the United States, who have achieved outstanding results.

This group comes together from a diverse array of backgrounds in education, finance, non-profit and business leadership, technology, law, and construction. The group has engaged in deep community outreach, has received training on charter school governance and school accountability, and has informed and reviewed all aspects of the charter proposal.

Organizational Structure
The organizational structure of the school will develop and grow as the school expands and student enrollment increases until the school reaches capacity. Above all else, Perseverance Prep and any employees operating under the name adhere first and foremost to the mission of the school; that through rigorous academics, targeted instruction, and service learning, we are dedicated to ensuring students have the foundation for scholarly success and to become ethical leaders within their community. Thus our organizational chart reflects a dedication to student achievement. We will operate in a fiscally conservative way, as financial viability is key to the success of the school and thus will only hire on support staff if deemed absolutely necessary for the success of students.

In order to be competitive within the educational market, Perseverance Prep retains the majority of the budget to ensure teachers are adequately compensated as we deeply believe that strong teachers will drive strong results for students. We highly value teachers and know that in order to be the most effective owners of their classrooms, we must train, develop, and support them. To that end, we will hire an Assistant Director to support with oversight of staff. During our first year of operation the Assistant Director will oversee the Special Education teacher and any hourly employees, while the Executive Director will coach all instructional teachers. The Executive Director will also oversee the Operations Director and the Assistant Director. Beginning in year two of operation, instructional coaching will be divided among the Executive Director and the Assistant Director.
Perseverance Prep depends on its collaboration with families and the community for its success. Its organizational model is derived from best practices in order to ensure that the school meets its stated mission, that adequate resources are marshaled in the service of that mission, and that all stakeholders have a voice in the ongoing development of the school. **Figure 25** below outlines the employee positions required at each stage as Perseverance Preparatory School adds additional grades each year.

**Figure 25: Employee Positions Years 1-5**

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<th>Positions</th>
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<td><strong>Year One</strong></td>
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<td><strong>Year Five</strong></td>
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**Legal Status**
The charter school shall be operated as a California non-profit public benefit corporation formed and organized pursuant to California Nonprofit Public Benefit Corporation Law. The charter school will be governed by the Board of Directors pursuant to its corporate bylaws, which shall be consistent with this charter.

The charter school will operate autonomously from the authorizer, with the exception of the supervisory oversight as required by statute and other contracted services. Pursuant to California Education Code Section 47604(c), the authorizer shall not be liable for the debts and obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the authorizer has complied with all oversight responsibilities required by law. All staff are employees of the charter school. All duties herein applying to the charter school shall ultimately rest with the charter school operating as a non-profit public benefit corporation. Attached, as Appendix N, please find the Articles of Incorporation, in Appendix O the Bylaws, and in Appendix P Conflict of Interest Policy for the Charter School.

**Board of Directors**
The charter school Board is a policy-making board which oversees the fundamental aspects of the school. The Board shall be composed of at least seven (7) and no more than fifteen (15) Directors, including community members, with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by
a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation.

With the exception of the potential authorizer-appointed representative, all other director positions will be held by community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

The Board of Directors shall comply with applicable conflict of interest laws. As of February 8, 2017, the Founding Board members include:

Amir Ahmari, Accounting Manager, ThoughtSpot

Amir Ahmari is a San Jose native and a proud alumnus of Oak Grove High School and San Jose State University. Mr. Ahmari began his career with Pricewaterhouse Coopers LLC as Senior Associate, where he served as a financial auditor for multiple Fortune 500 technology companies. From PricewaterhouseCoopers, Mr. Ahmari went on to serve as Senior General Ledger Accountant for Chargepoint Inc. in Campbell, CA, and then moved on to help found Apigee and serve as its Senior General Ledger. When Google acquired Apigee, Mr. Ahmari served as an Accounting Manager. He recently transitioned to be an Accounting Manager at ThoughtSpot, the world’s first relational search engine for data. Mr. Ahmari holds a BS from San Jose State University in Accounting and is a certified CPA. Additionally, he is a member of the American Institute of Certified Public Accountants. He is deeply passionate about improving educational options within San Jose and is excited to bring his financial expertise to the board. Mr. Ahmari will serve as our Founding Treasurer.

Kathleen Cui, Manager Strategy and Operations, Coursera

Kathleen Cui manages strategy and operations at Coursera, a mission-driven education technology company that works with top universities and companies around the world to bring their content online so that learners can access quality higher education content regardless of geographic or temporal restrictions. As Manager of Strategy and Operations, Ms. Cui scaled Coursera’s content sourcing process and managed a cross-functional team of partnership managers, vertical experts, instructional designers, and production support specialists. Through this strategic partnership she worked with national and international teams to create and manage Coursera’s Request for Proposals. Prior to Coursera, Ms. Cui practiced law as a technology transactions attorney at Latham & Watkins, LLP in Menlo Park, where she represented technology and life science companies in drafting and reviewing commercial and intellectual property agreements, governance matters, financings, mergers and acquisitions, and initial public offerings. Ms. Cui holds a BS in Economics from the Massachusetts Institute of Technology and JD from Harvard Law School. Ms. Cui is thrilled to be part of team bringing technology to the students of San Jose. Ms. Cui will serve as our Founding Secretary.

Lester Deanes, Assistant Dean for Student Life, Santa Clara University

Lester Deanes currently serves as the Assistant Dean for Student Life at Santa Clara University. In his current role he serves on the University’s Council on Inclusive Excellence, to ensure Santa Clara remains a diverse and safe space for all students. Mr. Deanes also supervises the Office of Multicultural Learning at the University, managing 12 staff members. He has taught first-
generation college students for the past five years, teaching them to navigate the college system and thrive. Throughout his career he has been published in major journals, such as those of the American Education Research Association and California Conference for Counseling Center. He is member of the Association of Student Conduct Administration and the National Association Student Personnel Administrators. Mr. Deanes earned his BA in History at Lake Forest College, Lake Forest, IL and MA in Communication at the University of the Pacific in Stockton, CA. Mr. Deanes’ dedicated focus on diversity and social justice will be a crucial perspective as the school carries out its mission of service learning. Mr. Deanes will serve as our Founding Board Chair.

Charles (Chad) F. Hall, IV, Project Manager, Boyett Construction

Charles Hall brings over 10 years of construction experience to Perseverance Prep. As a previous Project Manager at Trim Tech Construction in San Jose, Mr. Hall managed over 30 construction projects, including the building of Rocketship and Summit Public Schools. Currently, he works for Boyett Construction, serving as Senior Project Manager for the Sacramento Kings Arena, which is the world’s first LEED platinum arena. Mr. Hall also has made contributions to the development of many other projects in the high-tech, retail, and health care industries. He feels strongly about helping his community, giving his time and sharing his ideas in order to create a better environment. He believes that education is key and that every child has a right to a quality education that will serve as a cornerstone to a brighter future for the children of tomorrow. Mr. Hall earned a BS in Business Administration, Operations, and Management from California State University – Sacramento. Mr. Hall’s skill set will be invaluable as Perseverance Prep seeks a temporary facility in early start-up and as we may launch a capital campaign for a permanent home.

Jia Liu, Program Development and Operations, Coursera

Mr. Liu leads program development and operations at Coursera, a global online learning platform with a mission to provide universal access to the world’s best universities. He has launched dozens of programs spanning courses, certificate programs, and master’s degrees, and he has managed strategic partnerships across North America and Europe. Previously, Mr. Liu managed academic programs at Breakthrough Silicon Valley, a tuition-free college preparatory program for high-potential, low-income students. He grew the staff by 80%, redesigned the curriculum and teacher training, and worked with executive leadership on program evaluation, marketing, fundraising, and business operations. Mr. Liu began his career as a public high school biology teacher in San Jose. He graduated with distinction with a BA in Molecular and Cell Biology from the University of California, Berkeley and earned a teaching credential from San Jose State University. Mr. Liu’s previous experience developing and training teachers through Breakthrough Silicon Valley will support the academic oversight at Perseverance Prep.

Laura McNabb Whitman, Academic Operations Manager, ACE Charter Schools

Laura McNabb Whitman currently serves as the Academic Operations Manager for ACE Charter Schools in San Jose. Ms. McNabb Whitman brings over six years of classroom experience, and while a teacher at Santee Elementary, 100% of her students reached proficiency in English Language Arts. While in San Jose, she taught at Cornerstone Academy Preparatory School, a California Distinguished School. Additionally, she served as Assistant Executive Director at Rocketship Mateo-Sheedy. Since then she has transitioned to the role of Academic Operations Manager for ACE Charter School. Through her various roles in leadership on a school site and at
the Charter Management Organization level, Ms. McNabb Whitman has developed a vast array of skills and applications vital to the successful functioning of a school system. Overseeing four schools’ testing and reporting cycles and serving over 1,400 students she has created a multi-layer infrastructure to ensure accurate reporting. Ms. McNabb Whitman holds a BA in Children’s Educational Entertainment from New York University, and MEd in Curriculum and Instruction from San Jose State University. She is also Guided Language Acquisition Design (GLAD) and Crisis Prevention Institute (CPI) certified. Ms. McNabb Whitman’s expertise in charter school academic operations and assessments administration will support in ensuring compliance with and strong implementation of all regulatory assessments.

Marion Dickel, Teacher on Special Assignment, Saratoga Union School District

Marion Dickel brings more than fifteen years of education experience to the Board of Perseverance Prep. In a ten-year span, Ms. Dickel held roles including; Second-Grade Educator, Instructional Support Coach and Gifted Education Instructor. She then spent five years as an education administrator serving first as the Blended Learning Director for Cornerstone Academy, overseeing all aspects of design and implementation for that 1-1 blended learning program and then as Academic Director for Cornerstone Academy, overseeing all aspects of scheduling, coaching, curriculum, professional development, ad student supports. She was named Teacher of the Year by the Pennsylvania Association of Gifted Education as well as Cornerstone Educator of the year. She holds a clear California Multi Subject Teaching credential and a preliminary Administrative Services Credential. Currently, Ms. Dickel works in the Saratoga Union School District as a Teacher on Special Assignment. She works closely with the district’s Assistant Superintendent and Director of Technology to design and implement professional development, coordinate programs for the district’s English Language Learners, review and pilot curriculum, and coach teachers to differentiate instruction and integrate technology in their teaching. In addition to her rich experience in education, Ms. Dickel will build compliance and legal oversight capacity on the Board as she brings over five years of experience as a corporate-securities lawyer. Ms. Dickel earned her BA in Economics from the University of Michigan, her JD from Northwestern, and her M.Ed. from National Louis University.

Ritu Tandon, Associate Director of Marketing, DigiSight Technologies

Ritu Tandon serves as Associate Director of Marketing at DigiSight Technologies, a health care company developing cost-efficient mobile examination and communication tools for eye care. She joined DigiSight as one of its first employees and saw them through start-up. Through this role she leads marketing and communication initiatives and has developed, executed, and scaled company marketing strategies that have been responsible for 75% of the company’s revenue. As part of her work, she has built scalable processes, marketing strategies, and multi-platform infrastructures. Prior to her role at DigiSight, she worked as the Director of the 49ers STEM Leadership Institute where she spearheaded the team that launched a successful pilot for the Learning Innovation Hub, which evaluates products that improve impact on student learning and which resulted in more funding to scale the program. While at MIT she also founded OpenCourseWareInitiative, a web-based initiative that aligned MIT OCW resources with course syllabi in Mexican universities. Ms. Tandon holds an MA in Education Policy, Organization, and Leadership Studies from Stanford University and SB in Biology from the Massachusetts Institute of Technology. Ms. Tandon’s previous experience with start-ups and long-term strategic plans will allow the school to thrive in
the short-, mid-, and long-term. Ms. Tandon will serve as our Founding Vice-Chair.

Board members of Perseverance Prep shall serve terms in compliance with the Board’s Bylaws, as written in Appendix O.

The Board of Directors of Perseverance Preparatory School will meet regularly, at least every month, and in accordance with the Brown Act. The Board of Directors will be responsible for the operation and fiscal affairs of the school including but not limited to: approval of all budget-related and financial activities connected to the school, communication, negotiation and collaboration with the authorizer, personnel actions, evaluation of school programs, participation in independent annual fiscal and programmatic audits, and long-term strategic planning. The day-to-day operations and management of Perseverance Preparatory School will be provided by the Executive Director and school staff.

The Board of Directors has the following committees: Governance, Finance, Academic, and Development, which meet monthly and report back to the Board at meetings. The Board of Directors may elect to add or remove committees or to change their meeting schedule. The Board will hold the mission of the school and will ensure the charter school carries out the terms of the charter. The Board of Directors is accountable for the academic, financial, and operational success of the school, and is responsible for providing financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance and/or accounting, and will create a Finance Committee.

The Treasurer and the Finance Committee will support the Board in monitoring the school’s finances as well as ensure that the school has robust financial and accounting systems and procedures in place. The Board will be responsible for providing fiscal accountability by approving and monitoring the budget, which will be initially reviewed and provided to the Board by the school staff and EdTec as the back-office provider. In compliance with Ed. Code Section 47606.5, the school will consult with teachers, Executive Directors, administrators, other school personnel, parents, and students to develop an annual budget and LCAP (by May of the previous year) and present it to the full Board for review and approval. Monthly financial reports with analyses of actual revenues and expenses versus budgeted amounts will be submitted to the Board along with an income statement and balance sheet. By the required annual deadline, the Board will contract with an accounting firm to conduct an audit and report this selection to the SBE.

The Board will be responsible for hiring, supporting, and evaluating the Executive Director, and will set the compensation for the Executive Director to execute the day-to-day management of the school. To ensure the Executive Director is effectively implementing the mission of Perseverance Prep, the Board will evaluate the Executive Director on a yearly basis and provide a written evaluation to be placed in the personnel file of the Executive Director. The Executive Director will be responsible for hiring, supporting, and evaluating all school staff. In addition to managing the school staff and implementing the day-to-day program of Perseverance Prep, she will be responsible for providing timely reports to the Board of Directors. Each month the Executive Director will report back to the Board through written management reports, financial dashboards, and academic dashboards provided at all meetings which will be publicly announced and held in full compliance with the Brown Act. Profile of our Founding Executive Director is provided here.
Alexandria LeeNatali, Fellow, Building Excellent Schools

Lead Founder and proposed Executive Director of Perseverance Preparatory School, Ms. LeeNatali began working with high school students at Downtown College Preparatory School on the Alameda, then joined Teach For America and taught at Cornerstone Academy Preparatory School (“Cornerstone”) in the Franklin-McKinley School District. Cornerstone, a 2014 California Distinguished School located within the boundaries of San Jose, was also founded by a Fellow with Building Excellent Schools. At Cornerstone, Ms. LeeNatali taught 2nd, 5th, and 6th grades, piloted a leadership curriculum based on The 7 Habits of Highly Effective People, served on the school’s Hiring Committee, and contributed as Master Teacher for the pilot Teacher Residency Program. Ms. LeeNatali also served as Manager of Operations and Culture as well as Site Director at Teach For America’s intensive summer training program for two years. Bringing a deep commitment to the students and families of San Jose and a regional as well as national network of training and support from Building Excellent Schools, Ms. LeeNatali earned a BA in Law and Social Justice, as well as a BS in Psychology, and Multiple Subject Teaching Credentials from Loyola Marymount University. Ms. LeeNatali’s previous experience at a high performing charter school will drive the instructional and curricular vision at Perseverance Prep.

The Executive Director and Assistant Director are responsible for ensuring the academic success of the school. The Assistant Director works closely with the Executive Director, and is responsible for making weekly reports to the Executive Director regarding academic and school culture data, as well as the professional development progress of staff.

Decision-making is guided and informed by the School Site Council (SSC), consisting of the Executive Director, teachers, students, and parents, as well as possible inclusion of the Assistant Director, classified staff, and community representatives. Half of the SSC will be made up of school staff, the majority of which must be teachers, and half will be made up of parents and students (this half may include elected community representatives at parents’ discretion).
The Board will consist of seven to fifteen Directors and will maintain an odd number of members for voting purposes. The exact authorized number will be fixed by the Board from time to time by resolution. The determination of need to add Directors will be based on an evaluation of the current needs of the Board, along with skillsets provided by Directors currently in place. The Board will function in accordance with its Bylaws. The Board will operate under a structure of elected officers of Chair, Vice Chair, Secretary, and Treasurer, elected annually, and will utilize the committee structure outlined in its Bylaws. Selection of additional Board members’ post-authorization will be the responsibility of the full Board. Details of that process are outlined below.

Given the rigorous expectations and requirements for successful governance, recruitment of the highest caliber Board members is essential. A stable, dedicated Board is essential for Perseverance Prep’s success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. All potential
candidates will be thoroughly vetted and selected according to the Board’s strategic needs to maintain a diverse portfolio of professional backgrounds, the candidates’ alignment with Perseverance Prep’s mission, and a commitment to a minimum of three years of service.

The Perseverance Prep nominating committee, known as the Governance Committee, will present potential Board members and officers for election by the Board of Directors, in accordance with our Bylaws. Other than Founding Directors, who will serve either one, two, or three year staggered terms in order to ensure continuity, Directors will serve a term of three years from the date of their appointments, or until their successors are seated. No Director will serve more than two consecutive three-year terms. Directors will serve staggered terms to balance continuity with new perspectives. All qualified board candidates, nominated by the Governance Committee, will be elected through a majority vote of the seated Directors within a public meeting and in full compliance with the Brown Act.

A Director may resign at any time by filing a written resignation with the Chair of the Board, unless no Director would remain. In that case, notice must be provided to the California Attorney General. A Director elected to fill a vacant seat will be elected for the unexpired term of his or her predecessor.

In accordance with our Bylaws, the Board may remove any Officer or Director with or without cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, providing that a statement of the reason or reasons have been mailed by registered mail to the Officer or Director proposed for removal at least thirty days before any final action is taken. This statement will be accompanied by a notice of the time when, and the place where, the board is to take action on the removal. The Officer or Director will be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

**Governance Procedures and Operations**

Meetings shall be held at a place to be designated within SJUSD’s boundaries as set forth in the notice of the meeting. All meetings of the Board shall be called, held, and conducted in accordance with the terms and provisions of the Brown Act.

The Board shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. A resolution setting the annual calendar of Board and committee meetings will also be adopted at this meeting. This resolution will specify the dates, times, and locations of every Board meeting for the fiscal calendar year. This meeting, like all others, shall be held at a time, date, and place as noticed by the Board in accordance with the Brown Act.

The Board shall meet at least ten times annually. At least 72 hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. The agenda shall be posted in a location that is accessible to the public/constituents, and on the school’s website.

Perseverance Prep will comply with the Brown Act. It will hold all meetings in locations accessible to the public; it will post its Board of Directors schedule of meetings; it will post notices and
agendas of regular meetings at least 72 hours in advance; and it will record and post actions of the Board. Postings will occur by email to those who have requested it and in a location that is publicly available 24 hours a day, 7 days a week in the Perseverance Prep office as well as on the school’s website in English and Spanish or other dominant language as needed by the community served. Perseverance Prep will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For easier access, Perseverance Prep will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least ten times annually to conduct business in addition to special meetings. All meetings of the Board will be open to the public, excluding closed sessions as permitted by the Brown Act.

A majority of the Directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the Directors in attendance, based upon the presence of a quorum, unless a majority vote of the entire Board is otherwise required under the California Corporations Code, as specified in the school’s Bylaws. Every act taken or decision made by a vote of the majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a greater number is expressly required by California Nonprofit Corporation Law, the Articles of Incorporation or the Bylaws. A meeting at which a quorum is initially present but due to the withdrawal of Directors, is no longer present, may not transact business; those Directors present may either (a) elect to continue as a non-decision-making committee, or (b) adjourn to a future date. Directors may not vote by proxy. All votes will be conducted by roll call; abstentions will be recorded.

The following actions shall require a vote by a majority of all Directors then in office in order to be effective: (a) Creation of, and appointment to, Committees (but not advisory committees); (b) Removal of a Director without cause; and (c) Indemnification of Directors.

The Board may elect to use teleconferencing in connection with any meeting of the Board. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations and conduct teleconference meetings in full compliance with the Brown Act and in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location. During the teleconference, at least a quorum of the members of the Board shall participate from locations within the territorial boundaries of SJUSD. Participation in a meeting through use of teleconferencing constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call. "Teleconference" means a meeting of the Board, the members of which are in different locations, connected by electronic means, through either audio or video, or both. Nothing stated here shall prohibit the corporation from providing the public with additional teleconference locations.

As the entity with ultimate oversight responsibility, the CDE will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions
and policies established by the Board during the year. The annual audit will abide by current audit guidelines established by the state of California for K-12 public schools.

Perseverance Prep has provided the CDE and the SBE with a copy of the Articles of Incorporation for Perseverance Preparatory, Inc., and the Bylaws and names of Board members of the school. Any changes made to these documents that materially alter the charter must first be approved through the SBE’s charter amendment process in order to be effective.

The school has an adopted conflicts of interest policy which can be found in Appendix P. This code shall be maintained to comply with the Government Code Section 1090, the Political Reform Act, Corporations Code Conflicts of Interest rules, and any charter school-specific conflicts of interest regulations. As needed, the conflicts code will be submitted to the Santa Clara County Board of Supervisors for approval.

**Board Training**
The Board will be supported through the Building Excellent Schools network through multiple training sessions and follow-up coaching to ensure they have enough information and capacity to be an effective governing body. Training may include visiting high performing schools, attending conferences for relevant governance training, and additional trainings and workshops that will be held at regularly scheduled governance meetings and retreats each year. These workshops and trainings will be provided by Building Excellent Schools, California Charter Schools Association, and other experts.

**Role of Executive Director**
The Executive Director articulates and ensures the organization’s fidelity to the goal of serving students and propelling them to academic proficiency. The Executive Director is the primary producer of the vision and educational philosophy of the school. The Executive Director will:

- Develop and articulate the overall mission for Perseverance Preparatory School, including identifying the target student population;
- Develop and communicate the overarching philosophy of the academic program, as well as major school culture and organizational development initiatives;
- Design and implement all fundraising initiatives to ensure long-term fiscal health and viability of the school;
- Handle all Board-related tasks, including reports on school progress and achievement and financial reports;
- Provide a liaison between the authorizer and the Board of Directors;
- Develop and administer the budget of the school in accordance with generally accepted accounting principles and working with a back office provider;
- Manage (with the school’s Operations Director) the efficient and effective planning and implementation of back-office tasks for the school, including but not limited to budget development, financial reporting, audits, and fundraising;
- Contract with and evaluate third-party support providers to provide payroll, bookkeeping, budgeting, and other back-office services;
- Ensure that the authorizer and the State of California receive all necessary and mandated reports and data;
• Negotiate Memoranda of Understanding and other contracts with the charter authorizer and other community partners; and
• Ensure all state and federal required reports are completed and filed (e.g., CBEPS, R30, and quarterly and annual financial reporting).

Role of Teachers
In addition to their classroom roles, teachers will be expected to take a leadership role in ongoing school development. Some key elements of teacher leadership at the school include:

• Designing and leading selected staff workshops;
• Developing academic program and curriculum to meet the evolving understanding of target student needs;
• Engaging in community outreach, including family communication and school events and academic exhibitions; and
• Participating on key committees, including the School Site Council and IEP committee.

FAMILY INVOLVEMENT

To build strong home-school partnerships, Perseverance Prep has made it a priority to maintain an open line of communication with families and students throughout their tenure at Perseverance Prep. “Many studies found that students with involved parents, no matter what their income or background, were more likely to earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”93 We will ensure parents have the information necessary to support their student both while in school, as well as at home with homework and preparedness for school. With this information parents are able to help their students navigate, take ownership of, and find success within their education. To provide parents with the necessary tools and resources as well as to ensure the school and family are on the same page, we will regularly communicate with families, as outlined below.

Parent Advisory Committee
Perseverance Prep convenes a Parent Advisory Committee (PAC) that is composed of parent representatives from each classroom and grade level and that represents the diversity of the families of Perseverance Prep. The PAC is charged with:

- Supporting the Perseverance Prep mission;
- Providing families, the opportunities to weigh in on critical school issues;
- Bringing concerns and appreciations of the community to the Executive Director and Board of Directors;
- Organizing family events; and
- Fundraising.

English Language Advisory Committee

93 Henderson, Ann A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Web 1 Jan 2016.
All families will have the opportunity to participate in the school’s ELAC, to advise the Executive Director and staff on programs and services for English learners, advise the school leadership on the development on the Single Plan for Student Achievement, develop the school’s needs assessment, implement the school’s annual language census, and help make parents aware of the importance of regular school attendance.

**Parent, Staff, and Board Communication**
Parents and staff members are welcomed and encouraged to attend open board meetings at any time, and agendas and minutes are posted on the organization’s website and at the school site. The minutes of each governing body (Board of Directors, Administrative Team, PAC, and ELAC) are shared with the other governing bodies at each meeting with the intent to ensure effective communication between bodies. Representatives of each body are strongly encouraged to attend the meetings of the other bodies. Annually the Board of Directors hosts a parent/staff mixer, providing a space for introductions.

**Annual Family Orientation**
Every year, all families will be invited to and participate in family orientation, held shortly after the close of our enrollment period and then again just prior to the start of the academic year. When students see a high level of alignment between the school and their family, their buy in to the school and the effectiveness of the school’s structures increase. Within this family orientation parents will be given an overview of a day in the life of a scholar, shown expectations within each class, deep dive into our homework expectations through exemplars, and go over our merit/demerit point system for discipline, as outlined in Section J.

**Annual Home Visits**
We begin fostering this important relationship by holding annual Home Visits with each incoming family prior to the start of the school year. During these visits, the Executive Director, Assistant Director, and/or teacher will introduce themselves and learn more about the student and the family’s aspirations for their child’s education as well as outline the expectations of Perseverance Prep and how the family can best support their child. We believe that fostering these relationships early will lead to more open communication as well as present a united front for students. Our students will quickly understand that their families and Perseverance Prep are clear on the mission, share the same vision, and hold consistent expectations for them. During these home visits we will also review our Contract of Mutual Responsibilities (see Appendix C) outlining our job as a school, the student’s role in their education, and the expectations of our families, and address any and all concerns or questions that families have. By beginning the year with a clear understanding of what teachers, students, and parents are responsible for, we enter into the school year with a common understanding of expectations that will support our discussions when challenges arise.

**Progress Reports and Report Card Conferences**
Parents will be given a progress report of their student’s academic grades at the mid-point of every trimester and will receive their child’s report card with narrative comments regarding performance at the end of each trimester. Additionally, teachers will conference with family members to ensure the families understand the scores, the standards, and the plan for individual student improvement. This opportunity to formally meet and discuss students’ progress ensures our families and teachers are a united front and have clear focus on the end goal for the student. The first family, student, and teacher conference each year will be led by the teacher. To grow student independence and
self-advocacy, students will lead trimester 2 and 3 report card conferences with the support of their teacher. This allows students the opportunity to self-identify strengths and areas of growth and how the teacher and parents can work to support them.

**Weekly Prep Reports**
In addition to building the foundation early on for parent and school communication, we will continue to foster that relationship through frequent interactions and updates. Parents will receive a weekly **Perseverance Prep Report**, outlining their child’s merits and demerits, attendance, current academic status, and homework progress from that week. This report will ensure that families are updated on student progress, both academic and behavioral. Each week, families will sign this report, and are encouraged to reach out to school staff with any questions that they have regarding their child’s performance.

**Family Events**
As outlined in our annual academic calendar there are various family events that take place over the course of the year at Perseverance Prep. In addition to our Family Orientation, we will also hold a Family Literacy night, Pumpkin Patch, Muffin Morning, Holiday Concert, and an End-of-Year BBQ. The goal of these events is to gather the community, celebrate student work and success, and engage families in Perseverance Prep’s culture.

**Open Lines of Communication**
Our commitment to our students and by proxy to their families necessitates our dedication to open communication. In pursuit of this goal, our leadership team and teachers have both school phone numbers as well as e-mail addresses that are shared with families. Families will be able to call until 7:00 pm nightly and e-mail as needed for the support of their child. These methods of communication with families allows them to access the school, both leadership and teaching staff, to best support their child.

**Expo Nights**
These occur once per trimester and allow students to showcase their talents and their learnings from the trimester. Students can choose to present an academic topic or deliver their Speech/Debate performance from that trimester. During these nights’ parents are able travel from classroom to classroom and enjoy various exhibits of student work from various subjects. The end of the night will conclude with a speech and debate competition and performance by three students, who will be scored for their performance on a common rubric by school staff and community members, for example, City Council Members.
PART E: QUALIFICATIONS TO BE MET BY INDIVIDUALS TO BE EMPLOYED BY THE SCHOOL.

“The qualifications to be met by individuals to be employed by the charter school.”
- California Education Code Sections 47605 (b)(5)(E)

Overall Qualifications
The school shall be nonsectarian in its employment practices and all other operations. The school shall not discriminate against any individual (employee or pupil) on the basis of ethnicity, national origin, gender, gender expression, gender identity, or disability or any of the characteristics listed in Education Code Section 220.

Perseverance Prep will require credentials equal to those required for teachers in other public schools as applicable and required by law for core and college-prep courses. Teachers and all paraprofessionals will meet the requirements for employment of California Education Code section 47605(l) and the applicable provisions of the Elementary and Secondary Education Act, as amended by Every Student Succeeds Act (ESSA).

Perseverance Prep is a school of choice, and no employee will be forced to work there. Perseverance Prep will comply with all applicable state and federal laws regarding background checks and clearance of all personnel as well as all state and federal laws concerning the maintenance and disclosure of employee records. Also, Perseverance Prep will comply with all state and federal mandates and legal guidelines relative to ESSA.

The first criterion used in evaluating potential Perseverance Prep staff members is whether or not they fully embrace the school’s vision of developing ethical leaders and setting students up for scholarly success in high school and beyond. For administrators, teachers, and all non-teaching staff, a commitment to the school’s mission and to the students and families we serve is of paramount importance.

There are other factors which are critical to professional success at Perseverance Prep, including:

- Being aligned to the mission
- Achieving student results and growing students quickly as measured by the NWEA MAP and SBAC assessments
- Deeply believing that all students can learn at the highest level
- Being able to scaffold and differentiate to meet students at their individual level
- Having a desire to work with lower-income students in an urban school
- Having a growth mindset and being excited to learn and grow through direct coaching
- Understanding servant leadership and having the ability to model and teach servant leadership to middle school students
- Being a team player who seeks out others to collaborate and share best practices
Executive Director

Job Qualifications:

- TB Clearance
- Ability to effectively lead an education non-profit
- Experience in teaching or administration in schools that serve lower-income students
- Experience in curriculum and school program development and implementation
- Excellent communication, community outreach, and coalition-building skills
- Ability to develop and implement a long-term strategic plan to manage school growth, while maintaining fidelity to Perseverance Prep’s mission and vision
- A demonstrated record of classroom success with students who are academically behind
- Training or relevant experience in school management
- Experience in assessment and data analysis
- Management skills to ensure on-going financial stability and sustainability for the school
- Minimum 3 years of experience in a high-quality urban public school
- Educational background to include at least a BA, teaching and/or administrative credential

Job Expectations:

- Provide daily school leadership, including all instructional, operational, and financial components
- Work with the Board of Directors and its Committees to ensure academic, financial, and organizational success
- Work with the Board to conduct fund development as needed
- Provide timely reports to the Board and all external entities as required
- Conduct student recruitment and oversee enrollment and implementation of a public lottery, when needed
- Design the school’s academic curriculum and benchmark assessments in Years 1-2 (oversee design in Year 3 and beyond)
- Serve as an instructional coach to train teachers
- Recruit, hire, supervise, train, and evaluate high quality staff
- Lead high quality professional development for teachers and support staff
- Develop and manage the leadership team
- Analyze student achievement data to maximize student achievement
- Monitor progress of students with special needs and ELL students
- Monitor implementation of IEPs and evaluate effectiveness of Special Education and ELL programs
- Build and sustain a school culture based on the school’s FIERCE values
- Own the school’s character development program and ensure it builds and reinforces positive self-identity and necessary character strengths
- Lead recognition assemblies, family workshops, family and community service events, and other school-wide culture-building activities
- Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence.
- Communicate effectively with all stakeholders
- Create structures for and oversee meaningful parental involvement
• Ensure the physical and emotional safety of all students and employees
• Develop internal and external goals
• Engage in professional growth opportunities
• Evaluate school performance on multiple measures and adjust programs accordingly to maximize student achievement

**Assistant Director**
The Assistant Director manages day-to-day instruction, coaches teachers, and oversees testing for ELPAC and Special Education. The Assistant Director will report directly to the Executive Director.

**Job Qualification:**
• TB Clearance
• CA teaching credential, highly qualified according to ESSA, and demonstrated expertise
• Administrative credential favorably considered
• Knowledge regarding California State Standards including Common Core and NGSS
• Experience in education, including staff development
• Marked success with quantifiable and objective student performance gains that surpass state and local district averages
• Spanish fluency favorably considered
• Experience having led teachers preferred
• Experience having developed and led professional development preferred
• Detail-oriented, organized professional with ability to manage multiple priorities
• Bachelor’s Degree required; Master’s or advanced degree preferred

**Job Expectations:**
• Mediate and manage conflicting demands of the teaching staff
• Be highly organized and self-sufficient
• Differentiate training and action plans for teachers with varying degrees of expertise and performance
• Set and maintain the teaching schedule for the core faculty
• Develop school systems and structures that maximize student learning
• Support monitoring and sustaining in a disciplined culture of high academic and behavioral standards
• Serve as an instructional coach
• Evaluate academic achievement through detailed data analysis and present that information to faculty and school leadership through an academic achievement dashboard
• Monitor the school grading policy and accuracy of teacher gradebooks
• Design the school’s academic standards, benchmark assessments, and curriculum

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94 The Assistant Director will share management of day-to-day instruction in year 2 of operation with the Executive Director and oversee instructional program in year 3 of operation and beyond.
• Coordinate the administration of the CAASPP, ELPAC (both Initial Identification Assessment and Summative Assessment), and other state and national norm-referenced tests
• Implement and run professional development for teachers
• Make weekly reports to the Executive Director regarding academic and school culture data, as well as the professional development progress of staff
• Partner with parents and families to build authentic school-wide community

Year 2 (added responsibilities)
• Work closely and effectively with children who have behavior challenges and their families; partner with teachers and other school staff to execute individualized behavior interventions when needed
• Create scope and sequence and unit plans for 6th grade, to be reviewed by the Executive Director
• Facilitate staff trainings on student-teacher relationships, classroom management, family partnership, and school culture
• Conduct regular school culture walkthroughs to help staff maintain a high bar of excellence
• Supervise school entry, breakfast, lunch, dismissal, and transitions to ensure they are orderly and positive
• Accurately monitor and analyze daily student attendance, homework, and discipline records; create new systems and structures to proactively address school’s areas of need
• Support teachers in building meaningful relationships with students and parents
• Coach and support developing teachers including observations and debrief meetings
• Oversee Special Education program and the two special education teachers (Years 1 & 2 only)

Years 3 & 4 (added responsibilities)
• Oversee all curriculum and check for vertical and horizontal alignment
• Create 7th and 8th grade, to be reviewed by the Executive Director

**Director of Operations**
The Director of Operations will manage day-to-day operations for Perseverance Prep with responsibility in the areas of human resources, student data, compliance, and working closely with a back office provider. The Director of Operations will report to the Executive Director and will work to support the school’s mission and culture of achievement.

**Job Qualifications:**
• TB clearance
• 3-5 years of experience in operations, human resources, and/or administration
• Excellent project management, organizational, and budgeting skills
• Comfort with working in a fast-paced, entrepreneurial environment and for a non-profit
• High proficiency in Microsoft Excel, PowerPoint, Word, and Outlook required
• Extraordinary attention to detail
• Results-oriented team player who is dedicated to getting the job done
• Initiative and leadership skills
Excellent ability in multi-tasking
Bachelor’s degree required
Experience in non-profit/education field a plus

Job Expectations:
- Ensure all human resource tools, practices, and policies are updated and consistent with legal requirements
- Work closely with back-office provider
- Coordinate federal forms, checks, payroll, and benefits for Perseverance Prep staff
- Maintain an organized, highly detail-oriented account of all invoices, receipts, and transactions.
- Manage student and financial data for all reporting entities and requirements, including but not limited to: ESSA; special education; the National School Lunch Program
- Manage federal programs, including application, management, and reporting on the use of public funds
- Manage information technology systems to ensure complete and up-to-date data
- Ensure compliance with all requirements of the SBE and the CDE and the Charter Schools Division
- Develop and maintain relationships with the school’s banking partners and vendors
- Coordinate food services for the school
- Prepare vendor checks for signature by the Executive Director and/or Board Treasurer
- Manage all members of the school’s operations team
- Serve as a full-time and engaged member of Perseverance Prep’s staff, including accompanying students on field lessons, assisting with student recruitment and enrollment and enrichment activities, and working with other staff members to ensure fulfillment of Perseverance Prep’s mission

Special Education Director (In Year 3)
The Special Education Director will be responsible for maintenance of records for special needs students, oversight of the IEP process, and will be the primary person responsible for ensuring that students with special needs receive the appropriate accommodations and/or modifications within the classroom and any additional services as required by their IEP. The Special Education Director also provides direct special education services to students as needed. The Special Education Director reports to the Executive Director and works closely with the Assistant Director.

Job Qualifications:
- TB Clearance
- ESSA Highly Qualified
- Bachelor’s degree required; Master’s degree preferred
- Certified Special Education teacher in the State of California
- Experience working with students with special needs
- Knowledge about the IEP process and experience working with teachers to implement the accommodations and modifications detailed in the IEP
- Success working with students with special needs
- Belief that all students can learn at the highest academic levels
Job Expectations:

- Serve as the point of contact for all matters involving special education due process
- Create and maintain a system for monitoring and compliance, ensuring that all federal and state rules and policies are followed with regard to special education
- Create and coordinate an annual schedule for IEPs
- Train and lead teachers in professional development regarding special education and Student Success Team procedures
- Facilitate review of intake assessments for incoming students
- Facilitate the evaluation/reevaluation process
- Coordinate push-in and pull-out schedules with special education instructional consultants and general education teachers
- Ensure compliance with all federal and state special education regulations regarding parent/guardian consent
- Work directly with general education teachers on issues that may arise in classroom settings
- Coordinate annual or biannual formative and summative evaluations of the special education program
- Assist with interviewing of special education teachers and related service professionals
- Provide direct student services as needed

Teachers

Teachers are the most critical lever that Perseverance Prep has to ensure the success of the academic program and student achievement. Teachers will report to the Executive Director or the Assistant Director.

The Charter School shall comply with all relevant credentialing regulations. Currently, Education Code Section 47605(l), states in pertinent part:

“Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, noncollege preparatory courses.”

The Charter School teachers at all levels shall meet or exceed all “highly qualified requirements” under ESSA. Accordingly, a teacher of core academic subjects (i.e., English Language Arts, History/Social Science, Math, and Science) must have:

- A Bachelor’s degree
- Appropriate California credential per teaching responsibilities
- Demonstrated core academic subject matter competence

Qualifications of School Support Staff

Perseverance Prep reserves the right to hire or retain non-credentialed school support staff for noncore, non-college prep subjects (core is defined as English, math, social studies, and science), as per Education Code Section 47605(l), if that prospective staff person has an appropriate mix of
subject matter expertise, professional experience, and demonstrated capacity to work successfully in such capacity. All non-instructional support staff will possess experience and expertise appropriate for their position.

Perseverance Prep may also hire or retain non-credentialed instructional support staff (Associate Teachers) to support the lead teacher in core or college prep subjects. In such instances, the instructional support staff will meet one of the following qualifications: two years of higher education study, an Associate’s degree or higher, or a passing score on a formal state or local academic assessment that demonstrates the ability to assist in teaching reading, writing, and mathematics. These Associate Teachers would work to support the credentialed teacher within the core academic classroom, or teach a non-core class, such as Physical Education.

**Hiring of Teachers**

The Executive Director and Assistant Director will actively recruit highly qualified staff through the use of EdJoin, university credential programs (such as Santa Clara University and San Jose State University), and Teach For America. The Executive Director and Assistant Director will work in concert to hire staff, with the ultimate decision and offers being made by the Executive Director.

Perseverance Prep will consider a teacher applicant for hire after the applicant has successfully completed a three-stage interview process. Initially applicants will submit a resume and cover letter online for the role they are seeking. The Executive Director will review each resume and cover letter to determine initial alignment with Perseverance Prep’s mission, as well as basic qualifications for the role. Should the candidate proceed, the Executive Director would conduct a phone screen interview to learn more about the candidate’s experience and teaching philosophy, again testing for alignment and gaining a better understanding of the candidate’s background. Following the phone screen interview, the applicant could be invited to interview at the school site for a model lesson and in-person interview. The in-person interview will include a panel interview consisting of the Executive Director, Assistant Director, and teachers (in year 2 and beyond), a model lesson and reflection on the lesson with the Executive Director. The Assistant Director will screen their references as a final step in the hiring process and report back to the Executive Director.

The Executive Director, Assistant Director, and the interviewing teachers will all confer and make recommendations to the Executive Director, who makes the final decision regarding all hires.

The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, gender identity, age, disability, or any other protected classifications. Perseverance Prep employees will be held accountable by the Executive Director.

All faculty and staff undergo a criminal background check and fingerprinting to be conducted by the Department of Justice and the FBI, as well a child abuse registry check. The applicants are required to provide a full disclosure statement regarding prior criminal records. All staff are required to produce documents for U.S. employment authorization and a Mantoux tuberculosis (TB) test.
**Strong Adult Culture**

At Perseverance Prep, we believe that a strong school culture, for both staff and students, is paramount to a high-achieving school. Culture must be intentionally designed, cultivated, and maintained for both staff and students in order to yield the highest results for students. Perseverance Prep will be built on this foundation, therefore it is critical that the cultural foundation is strong and sturdy. Culture begins with the leader and the model they set for strong staff culture.

**Staff Culture**

We will build a strong adult culture based on four key components:

1. **Everyone is learning together.** “When teachers and schools engage in high-quality collaboration, it leads to better achievement gains in math and reading for students. In addition, teachers improve at greater rates when they work in schools with better collaboration quality.”

   95 Our staff is committed to growing both as professionals and as leaders. With a focus on practice-based professional development, our teachers will need to operate with a growth mindset, a key skill that we will look for in our robust hiring process. In order to foster a growth mindset and identify practice based professional development as the norm, we will include quick drills during our daily morning meeting, in-the-moment coaching within classrooms, and a minimum of 10 minutes of individualized practice during our 1:1 coaching meetings with teachers. These quick and regular practice opportunities allow teachers to develop and hone their craft at an accelerated pace, critical for student success. Our teachers will strive to continually grow in their profession each and every day.

2. **We believe teaching is a profession and thus have absolutely high expectations of our teachers and their work in the classrooms, as well as their overall professionalism.** Our teachers will dress professionally and engage in a professional manner with students, staff, and families alike. As a staff, we must model for students how professionals, act, speak, and behave within a collegial environment. It is a basic expectation that our teachers meet all deadlines and come to work with prepared materials and internalized lesson plans so that they are able to execute the highest quality lessons for our students. For our staff, this modeling of professionalism begins with the Executive Director and the Board of Directors and trickles down throughout the organization.

3. **We work with urgency at all times to maximize the instructional time for our students.** Even with our extended school day and extended school year model, we must maximize our instructional time so that students are able to reach our ambitious goals of being on grade level by the end of 6th grade, and on or above grade level when they complete 8th grade. To support in maximizing instructional time, Perseverance Prep will implement school wide routines and procedures, and our teachers will use timers and countdowns to show every second counts and we value the time spent within school and see it as critical to learning.

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4. We are a team, and all of the students at Perseverance Prep are our collective responsibility. As a school that values community, we see and celebrate student growth and progress as a team effort, and support one another in determining solutions when students are not reaching the goals we have set. We operate as a team and have the generosity of spirit to always help our teammates in any way we can. The first question we ask is, “How can I help?” As a team, we all have things to learn and strengths to share. To that end, we publicly analyze our data so that we are able to share best practices when the data demonstrate student growth and mastery to a high degree, as well as support one another and offer insight when the data demonstrate gaps in student achievement.

**Professional Development**

In order for Perseverance Prep to fulfill its mission to ensure scholarly success for every student, we need to train and develop our teachers regularly so that the highest quality instructors are in front of our students. Professional development will be a key lever in growing and developing our staff to ensure they teach rigorous academics, challenge students with intentionally scaffolded questions, and work with students to ensure we are reaching our ambitious goals. Our professional development begins during our Summer Professional Development Orientation, and then continues over the course of the academic year in both whole group and individualized professional development sessions.

**Summer Professional Development**

Our school year will begin with a 14-day summer professional development. In order to create a strong mission driven culture, our staff will spend the first two days of PD at an all staff retreat, during which we will focus on understanding the mission of the school and the need that exists within the San Jose community for Perseverance Prep. It is critical that our staff is aligned and understands the high stakes nature of this work and deeply engages with the mission and vision of the school. This retreat also provides a time to create community and a sense of team within our staff. Through intentional teambuilding activities, personality inventories, norming on professional expectations, and understanding what brought each team member to the work, our staff will create a solid foundation of community that will serve as the jumping off point for the school year.

After the retreat, and with the remaining twelve days of professional development, our teachers will participate in professional development in the following three areas: **Planning and Assessments, Routines and Procedures**, and **School Culture**, as outlined in **Figure 27**.
Figure 27: Sample Summer Professional Development Session Objective Outline

<table>
<thead>
<tr>
<th>Planning and Assessments</th>
<th>Routines and Procedures</th>
<th>School Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dissect Common Core standards and identify clear objectives from an umbrella standard.</td>
<td>• Teach all daily procedures and routines necessary for their students to maximize learning time.</td>
<td>• Understand rational for and execution no school wide discipline system, including delivery of merits and demerits.</td>
</tr>
<tr>
<td>• Create daily lesson plans for the first two weeks of school, with key scaffolded questions.</td>
<td>• Walk through a day in the life of a scholar, and the transitions that occur throughout the day.</td>
<td>• Practice restorative conversations with students in a variety of scenarios.</td>
</tr>
<tr>
<td>• Create exemplar unit assessment guides based on the Unit 1 model.</td>
<td>• Execute the following taxonomies: 100%, Do it Again, Think-Pair-Share, Radar, Strong Voice, No Opt Out.</td>
<td>• Input student merits and demerits into the school-wide system, Kickboard.</td>
</tr>
<tr>
<td>• Understand how to administer the NWEA MAP assessment, collect and analyze RIT scores, and enter them into a school-wide excel tracker.</td>
<td>• Practice reading and math power hour station rotation model, ensuring readiness for the first week of school.</td>
<td>• Understand the underlying growth mindset necessary to constantly improve and practice in-the-moment coaching and lay-up drills.</td>
</tr>
<tr>
<td>• Explain the SST process and how students will be identified for Special Education.</td>
<td>• Understand the Perseverance Prep Way of setting up physical space, execute detailed space set-up.</td>
<td>• Practice Home Visits and explain the Contract of Mutual Responsibilities.</td>
</tr>
<tr>
<td>• Understand the CELDT/ELPAC testing process and what reclassified students need in terms of support.</td>
<td></td>
<td>• Practice school wide routines and procedures.</td>
</tr>
</tbody>
</table>

Whole Group Professional Development
Throughout the year, the Perseverance Prep staff will meet weekly on Thursday from 1:30 to 4:30 pm for professional development. During this three hour block our teachers will focus on three main categories: Data Analysis, Instruction, and Habits of Discussion, which are outlined in Figure 28. As the school grows, professional development will be differentiated for content specific planning. In year two and beyond, minimum day professional development may divide teachers into Math/Science and ELA/Writing/Social Studies to deep dive into the Common Core language and expectations for student outputs. This will allow for a targeted focus on content specific standards, and ensure alignment on the bar to which teachers should be driving.
Figure 28: Sample Weekly Professional Development Topics

<table>
<thead>
<tr>
<th>Data Analysis</th>
<th>Instruction</th>
<th>Habits of Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Norm on a common rubric for grading.</td>
<td>• Execute the following taxonomies: Ratio, Active Monitoring/Pen-in-Hand, Check for Understanding, Habits of Discussion.</td>
<td>• Practice instructional strategies to push student’s oratorical skills.</td>
</tr>
<tr>
<td>• Examine SBAC questions and create common core aligned exit tickets and quizzes mirroring those questions.</td>
<td>• Create cross-curricular units.</td>
<td>• Lead students in a Socratic seminar.</td>
</tr>
<tr>
<td>• Create small groups based on weekly quizzes and daily exit tickets for tutoring.</td>
<td>• Analyze and dissect teacher videos to both identify strong instructional moves as well as create clear action steps around areas of improvement.</td>
<td>• Using the 7 habits framework, use restorative circles for conflict resolution.</td>
</tr>
</tbody>
</table>

While these are the initial professional development topics and draft objectives, these are by no means exhaustive. Our leadership team, consisting of the Executive Director and Assistant Director, will conduct weekly walk-throughs on Tuesdays to identify trends and high leverage instructional strategies that we use to plan our weekly professional development.

Content/Grade Level Specific Professional Development
Each grade level will have one 60-minute planning period daily. On Mondays they will have grade level team meetings so they can identify specific teaching strategies within content areas that were highly effective as well work to plan cross-curricular units. Having grade level team meetings allows teachers in grades 6, 7, and 8 to discuss student specific academic and behavioral supports around struggling scholars, as they share all students. These weekly meetings allow the grade-level teams to be aligned both horizontally across the grade-level with academic and behavior expectations, as well as aligned in how to best support students.

In 5th grade, where there is shared content planning, teachers will have the opportunity to walk their colleagues through their portion of the lesson plans for the following week. This will ensure that teachers are able to ask clarifying questions regarding both content and instructional delivery for each lesson. A leadership team member will be present at each of the grade-level team meetings during the first two years of the school to help the team identify trends across the different classrooms.

Data Analysis
Perseverance Prep deeply believes in a data driven culture and believes that strong use of data is a catalyst to student achievement. “A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely
feedback and opportunities to use it while the attempt and effects are still fresh in their minds.\textsuperscript{96}

In order to best support this student achievement, we regularly use our data to inform our instruction and student groupings, allowing teachers to support students in the areas where they have the largest skill and content gaps.

Our teachers will meet on Tuesdays to analyze exit ticket and weekly quiz data, grouping students into one of three categories: under-performing, on grade level, and above expectations. Within these data meetings teachers and an instructional coach will develop an intervention for the students who were under-performing on their most recent assessments. Should a significant number of students fall within that category, the instructional coach and the teacher will collaborate on a specific action plan to re-teach the lesson to the whole group more effectively.

Our school will also hold school-wide data days after every interim assessment to identify trends within that data and create action plans for supporting student growth in identified areas of focus based on that data. When analyzing the data, we will disaggregate the data by subgroup including students who are identified as ELL and having special needs, so that we are able to look closely at performance of student subgroups and action plan as needed based on those results. School leadership will review, provide feedback on, and hold teachers accountable for the implementation of these data action plans.

**Individual Professional Development**

Just as we recognize students need individual and personalized learning to accelerate their growth, we understand our teachers need individualized supports that are specific to their own skillsets and practices. Every teacher will be observed minimally once per week by a member of the leadership team and that observation will be specifically geared toward a pre-identified area of growth. After the observation, the instructional coach will plan for a fifteen-minute feedback session, with five minutes spent on praise and identifying the next area for growth and ten minutes of targeted practice on the focus area. For example, a teacher may be working on clear directions, and their practice would require them to write their directions and practice giving them throughout the lesson while squaring up and standing still, two key components of giving clear, what to do directions.\textsuperscript{97} During the practice, their instructional coach will provide feedback to ensure they are able to master giving directions, which will be the focus of the next observation. Following the coaching meeting, the instructional coach will observe an additional lesson within the week to ensure implementation of the feedback and continued teacher growth.

In addition to providing written feedback and participating in a practice-based debrief of a lesson, instructional coaches will also use live-coaching or real-time feedback coaching techniques. When a teacher is able to make a correction or improvement in the moment, they are able to build muscle memory for that skill, and it becomes part of their inherent practice. We aim for our teachers to practice perfect and intervene as soon as possible, when they do not hit the mark. As Doug Lemov explains, “We are fond of saying ‘practice makes perfect,’ and indeed the title of this book plays on the connection between practice and perfection. But it is more accurate to say that practice


makes permanent.”98 It is imperative we ensure our teachers are practicing perfectly and not simply practicing for practicing’s sake. This real-time feedback may look like a signal (holding up a clipboard in the back of the room) to communicate the teacher does not have 100% of their students following their directions. These techniques allow the teachers to retain control over the classroom while also growing in their practice.

Teacher Supervision and Evaluation System
Teachers will be evaluated on a clear, transparent rubric modeled after that implemented at Cornerstone Academy Preparatory School, a high-performing charter school in the Franklin-McKinley school district. Cornerstone Academy is a California Distinguished School and has consistently raised the academic bar for students within their district. One of the key components of this evaluation system is that a comprehensive evaluation is conducted three times per year by the instructional coach with Executive Director’s input.

This extensive feedback and evaluation allows for identification of both strengths and weaknesses of individual teachers, so that their growth can be targeted and supported, and so that we are able to leverage their strengths. Should a teacher fall below expectations in multiple categories a Path to Improvement Plan (PIP) will be created and implemented with specific metrics and clear expectations in order for teachers to continue teaching within Perseverance Prep.

PART F: HEALTH AND SAFETY PROCEDURES

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.”

- California Education Code Sections 47605 (b)(5)(F)

Protection Against Sexual Harassment

Perseverance Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, gender, medical condition, marital status, sexual orientation, or disability. The school will develop and maintain comprehensive policies and procedures to prevent and immediately remediate any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school policy. See Appendix R for the Student Handbook.

Criminal Record Summary

Employees and contractors of the school will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1, and the school will comply with all applicable state and federal laws regarding background checks and clearance of personnel. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board Chair shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present. Perseverance Prep will also comply with all state and federal laws concerning the disclosure and maintenance of employee records.

It is the responsibility of the Director of Operations to provide new employees with the necessary forms for the background check. It is also the Director of Operations’ responsibility to verify the results, and to notify the employee if the results of the criminal background check constitute a “knockout” conviction that prevents the employee from being hired.

Mandated Reporting of Child Abuse

All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors, will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the authorizer. Training on child abuse reporting shall be provided to all employees.

Drug Free/Alcohol Free/Smoke Free Environment
The school shall maintain a drug and alcohol and tobacco free environment.

**CPR/First Aid**
At least one person on site will be CPR and First Aid trained.

**TB Testing**
Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**Immunizations**
All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Beginning July 1, 2011, all rising and enrolled students in grades 7-12 must be immunized with a pertussis (whooping cough) vaccine booster. Beginning July 1, 2012, this requirement applies only to rising 7th graders.

**Medication in School**
The school will adhere to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing, and Scoliosis**
Students will be screened for vision, hearing, and scoliosis. The school will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the school.

**Diabetes**
The school will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

**Feminine Hygiene Products**
The school will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

**Blood-Borne Pathogens**
The school shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).
Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**FACILITIES**

**Facilities Compliance**

In order to provide safety for all students and staff, the school will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the SBE for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix Q. The school shall use facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The school agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The school will maintain on file records documenting such compliance. The school shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the district (if at district facilities). Additionally, Perseverance Prep will receive a Certificate of Occupancy before the start of school.

**Safety & Disaster Plans**

The school will create a complete guide of health and safety and emergency procedures in case of fire, bomb threat, earthquake, flooding, crash, intrusion, or any other disaster which will be fully in place by the time the school opens. A full draft of the school’s health and safety policies and procedures shall be provided to the authorizer for review and approval by June 30th of each year prior to operation.

Please see Appendix Q for the complete School Site Safety Plan.
PART G: MEANS TO ACHIEVE RACIAL/ETHNIC BALANCE REFLECTIVE OF THE DISTRICT

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”

- California Education Code Section 47605 (b)(5)(G)

The school shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district.

Recruitment Strategy
Perseverance Prep will intentionally recruit students who have been traditionally underserved within San Jose. We will seek out students within the district who are not reading or performing mathematics on grade level, with a focus on the 95112 or 95116 zip codes. As we seek out these students, we hope to work with the district to identify this target population and speak with families about the possible benefits of Perseverance Prep’s smaller school environment and dedication to leadership. We seek to work in conjunction with, not in competition with, the district to support all students.

We have also begun building relationships with community centers, churches, and other organizations that work with local children and families. Through these partnerships, we seek to serve the most-in-need populations of students. Knowing that many of the families come from a Spanish speaking or Vietnamese speaking background, we will hold our information sessions in both languages, in addition to English. We recognize that while we will recruit from the San Jose Unified School District, we are specifically targeting lower income communities with students of color and thus may not entirely reflect the general student population.

Perseverance Prep will implement a number of active student recruitment strategies, including but not limited to the following:

- An open enrollment process that allows ample time for students and families to turn in their materials
- Enrollment materials that are translated into both Spanish and Vietnamese
- Public information meetings with translators available for families
- Advertisements at different community centers and libraries throughout San Jose
- Partnering with local charter and district schools to ensure families are aware of the different options for middle school
- Attendance and participation in local events and activities to promote Perseverance Prep and to meet potential students and families
- Ongoing updates to Perseverance Prep’s social media pages including, but not limited to, Facebook and Twitter.
- Community walk-throughs and neighborhood canvassing efforts
- Request to the district annually for underperforming students who may be targeted for outreach
**Public Outreach Campaign**
The school will plan a series of public outreach events, mailers, and other activities during the run-up to the opening of the school. All school events and informational materials will be printed in English, Spanish, and Vietnamese, and all recruitment activities will stress the school’s focus on target students who have been underserved and who have little or no history of college attainment or success in their families. See **Appendix U** for a sample Community Outreach Plan and **Appendix V** and **Appendix W** for sample Marketing Materials.
PART H: ADMISSIONS REQUIREMENTS

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).”

- California Education Code Section 47605 (b)(5)(H)

Non-Discriminatory Admission Procedures
Although Perseverance Prep exclusively targets underserved students, the school is a free public school open to all California residents without regard to prior academic achievement or the residence of the pupil or his or her parents in the state of California except as is required by Education Code Section 47605(d)(2)(B). Students shall be considered for admission without regard to ethnicity, national origin, gender, gender expression, gender identity, disability or sexual orientation or any other characteristic described in Education Code Section 220. With the exception of proof of immunizations (or acceptable legal alternative), an enrollment application, and birth certificate, no requirements for admission exist. There will be no test or interview as a condition to enrollment in the school. Perseverance Prep will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) as outlined in Education Code § 47605(d)(2)(A). The school will enroll all pupils who wish to attend to the extent that space allows and will adhere to all state and federal laws regarding the minimum age of students. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Public Random Drawing
All students who wish to attend Perseverance Prep shall be enrolled subject only to capacity. The school shall hold an open application period during which applications will be collected. If the school receives more applicants than available space, admission, with the exception of existing students, will be determined by public random drawing. The public random drawing will be conducted in accordance with applicable state and federal law. All returning students will be admitted before the public random drawing. In the drawing, applicants are given preference in the following order:

1. Students currently enrolled at Perseverance Prep
2. Siblings of students admitted to or attending Perseverance Prep (second year forward)
3. Children of current staff
4. In-district students
5. All other students

Perseverance Prep and the SBE mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the school’s discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the school to the SBE.
The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

Student applications will be drawn in the public random drawing until all classes are filled and then will continue to be drawn randomly to create a wait list to be used to fill space that may become available during the school year.

Admissions and Enrollment Timeline
The following are the approximate timelines for admission that the school expects to use. It is anticipated that this timeline will remain the same, but it may change over time. It may be amended without any need to formally materially revise the charter as long as changes are communicated to the authorizer and are posted on the school’s website.

- December-February: Multi-lingual information sessions will be held through various community partners, meetings with family groups who showed interest throughout the chartering process, as well as additional families through home visits
- January-February: Application materials will be sent to target students/families in their preferred language
- End of first week of February: Application deadline
- Second week of February: Public random drawing held, status of application mailed home to all students
- August: Family and Student Orientations held

Students on the waiting list are enrolled throughout the summer and the first two months of school should space become available. All applications received after the February deadline are held on a space-available basis. In the case that the wait has been extinguished, those applications will be considered through a public random drawing for subsequently available space.

The lottery/public random drawing will be public, transparent, and fair. In March the school will host the gathering in a large enough space to accommodate everyone who wishes to attend. All siblings of students already enrolled in Perseverance Prep will be given preference. The Operations Director will first draw students from within district until all positions are filled, and then shall draw students outside of the district. Parents and guardians do not have to be present to participate in the lottery; should their child’s name be called they will be contacted within 48 hours. Once the
parent is contacted they will have five business days to accept the position, or the seat will be forfeited and given to the next student on the waiting list. Students who are offered enrollment after the public random drawing will be required to provide registration information to Perseverance Preparatory School, including student academic history, a release of records, student health, and emergency information to ensure that Perseverance Prep is prepared to serve the student, and not to bar enrollment in any way.
"The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

- California Education Code Section 47605(b)(5)(I)

**Fiscal Audit**

The Perseverance Prep Board will appoint an Audit Committee, which will select an independent financial auditor from the State Controller’s list of approved education auditors and oversee audit requirements.

An annual independent fiscal audit of the books and records of the school will be conducted as required under the Charter Schools Act, section 47605(b)(5)(I) and 47605(m). The books and records of the school will be kept in accordance with generally accepted accounting principles, and as required by applicable law, and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee will select an independent auditor through a Request for Proposals. The auditor will have, at a minimum, a CPA and educational institution audit experience. They also must be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the authorizer, the Santa Clara County Office of Education, the State Controller, and to the CDE by the 15th of December of each year. Perseverance Prep's Executive Director, along with the Audit Committee, will review any audit exceptions or deficiencies and report to the Perseverance Prep Board with recommendations on how to resolve them. The Perseverance Prep Board will submit a report to the authorizer describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the authorizer along with an anticipated timeline for the same. The anticipated timeline will incorporate any recommendations from the auditor and shall reflect discussions with the authorizer as to a reasonable timeline for resolution. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process as outlined in this charter.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the school is public record to be provided to the public upon request.

**Programmatic Audit**
Perseverance Prep will provide to the authorizer an annual performance report. This report will include at least the following information:

- Summary data showing student progress toward the goals and outcomes in Section B.
- A summary of major decisions and policies set forth by the Perseverance Prep Board of Directors during the year
- Data on parent involvement in the school’s governance (and other facets of the school) and summary data from the Staff, Family, and Student Surveys
- Data regarding the number of staff working at the school and their qualifications
- A copy of the school’s health and safety policies and any major changes to those policies during the year
- Data showing whether the school implemented the means listed in the charter to strive to achieve a racially and ethnically diverse student population reflective of the territorial jurisdiction of the district
- A comprehensive view of the school’s admissions practices during the year, including information regarding the number of students enrolled, children on waiting lists, and students expelled and/or suspended
- Analyses of the effectiveness of the school’s internal dispute mechanisms and information regarding the number and resolutions of disputes and complaints
- Any other information regarding the educational program, the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally

The school and the authorizer will jointly develop any additional content, evaluation criteria, timelines, and process for the annual performance report. The school will use the data in the performance report to assess and improve upon its educational programming on an ongoing basis.

The above-referenced annual performance report and the state-mandated School Accountability Report Card will be submitted to the authorizer within the timelines agreed upon by the authorizer and the school and made available to the public.

The school and the authorizer will jointly develop a visitation process to enable the authorizer to gather information needed to validate the school’s performance and compliance with the terms of this charter. However, the school agrees to and submits to the right of the authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Pursuant to Education Code Section 47604.3 the school shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the authorizer and the State Superintendent of Public Instruction.
PART J: PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).”
- California Education Code Section 47605(b)(5)(J)

Approach to Student Culture

At Perseverance Preparatory School, we believe students thrive in a joyful, structured environment. To ensure that our school culture remains structured and joyful, we use a tiered Restorative Justice approach to school discipline: prevention, intervention, and reentry and repair are key both to holding students to high expectations as well as to supporting them to learn from their mistakes. The Center for Justice and Reconciliation notes one of the major components of restorative justice is repairing the harm that has been caused.99 We understand everyone makes mistakes, but as part of our ethical leadership development we must teach students to take ownership over their mistakes, identify those who may have been affected based on their decisions and actions, and make amends where necessary. To that end, we will use restorative circles within the classroom and the school when students’ mistakes drastically affect their peers and cause harm to the community. With that said, while restorative circles are used within the classroom and within the school, Perseverance Prep recognizes that not all actions can be remedied by a conversation

99 http://restorativejustice.org/.
and restoration, and some rise to a higher level of discipline. The goal of our discipline policy is to ensure the physical and emotional safety of all of our students and guide them to become engaged members of their communities with **FIERCE** (Focused, Intrepid, Ethical, Responsible, Community, Engaged) leadership. Corporal punishment shall not be used as a disciplinary measure against any student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property. Perseverance Preparatory School will have a minimum of two staff members certified in Nonviolent Crisis Intervention (CPI) to support in such situations.\(^{100}\)

**Prevention**

To successfully implement a strong student culture focused on both academic achievement and service learning, our students must be invested in the mission and vision of the school as well as clearly understand the routines and procedures necessary to carry out the vision. Aligned to our restorative justice model, we begin with a strong foundation in prevention. The discipline policy and its procedures will be distributed as part of the **Student Handbook**, a sample of which can be found in **Appendix R**, and will clearly describe discipline expectations of Perseverance Prep. This Student Handbook will be updated annually by the Executive Director and will be distributed during **Home Visits** for new families, and during the first week of school to returning families. Teachers go through highly-intensive training around clear directions, specifically to ensure students understand and know what is expected of them. Often when students are not meeting expectations, it is because they were not clearly explained. By providing crystal clear directions, teachers have effectively prevented a large number of infractions, due to miscommunication or misunderstanding. Additionally, by beginning each year with **Home Visits**, we are able to clearly explain our expectations, discipline system, and our Restorative Justice approach to students and families.

We see our culture as our end goal and our school **FIERCE** values as the vehicle to reach our goals, and as such, are intentional in weaving our values throughout Perseverance Prep. In order for students to grow every day they must remain focused on their goals. Similarly, our scholars are intrepid when it comes to high academic expectations, they are fearless and are always willing to volunteer even when they are not sure their answers are correct. Our students are ethical and do the right thing even when no one is watching. Each of the values ties into our approach to student culture as the foundation necessary to achieve the ultimate outcomes.

**Intervention**

Perseverance Prep educates scholars within a highly-structured rigorous school environment. The highly-structured environment aims to maximize student learning time and ensure their scholarly success. There are specific behavioral expectations placed on students, teachers, and staff to ensure our mission comes to fruition. In alignment with our Restorative Justice approach to school discipline, through restorative circles and our merit/demerit system (outlined below), students who take an action that harms the community will have a consequence that provides them with the opportunity to restore the breach that they caused.

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\(^{100}\) [https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention](https://www.crisisprevention.com/Specialties/Nonviolent-Crisis-Intervention).
Rewards and Consequences
We will operate with both an individual and a group rewards and consequence system at Perseverance Prep that is consistent across all classrooms and rooted in our school values. These rewards and consequences serve as small reminders and motivations for students to make good choices with their behavior, as well as to support each other to do the same.

- Whole-Class Rewards
On a weekly basis, students can earn rewards as an advisory cohort. Each advisory may earn FIERCE blocks, or points specifically tied to each of our core values, at the end of every class period. During this time, teachers will wrap up class by sharing which FIERCE blocks the entire class demonstrated during that specific lesson. Over the course of the week, these points will be tallied, and the Advisory with the most FIERCE blocks for the week is announced at our weekly Town Hall meeting. During the announcement, the Advisory is given the traveling team trophy and will be allowed certain privileges for the following week including lining up first for lunch and dismissal. At the end of each trimester the class that has had the traveling trophy the most will receive a Book Party, where the school will buy each student a book of their choosing, both to reward the cohort, as well as to reiterate our focus on and love of reading.

- Individual Student Rewards and Consequences
Individual student rewards and consequences will be delivered using a merit and demerit paycheck system, modeled after Cornerstone Academy Preparatory School and Excel Academy Charter School. When students go above and beyond and make good choices demonstrating our values, they will earn merits. These merits, called dollars, will be given for high level academic answers, strong college bound voices, and assisting peers. When students make poor choices, they will receive demerits, or deductions, as reminders for our expectations. Examples of deductions include repeating answers already stated, interrupting a speaker or calling out an answer, or not tracking while a speaker is sharing. All staff at Perseverance Prep will be trained extensively in the use of our Paycheck System during our practice-based professional development, outlined in Part E. Additionally, all merits and demerits will be tracked through an online platform, such as Kickboard, so that we are able to share this data with students and their families, as well as use this data to drive our school culture. These demerits act as an intervention tool, and allow students a chance to recognize their behavior and correct it before receiving a detention. With that said, there are some behaviors, as outlined in our Student Handbook, that automatically warrant a detention.

Reentry and Repair
In alignment with our Restorative Justice approach to discipline, should a demerit be issued because of a direct incident with a peer or teacher, a restorative circle may occur. “The Re-entry Circle process is a Restorative Justice practice which is designed to formally welcome the returning citizen back into community and to establish a support system for him or her, as they transition back into their family and community life.”101 A re-entry circle allows all parties involved to explain their perspective and make amends and repair relationships, which is a critical component to our restorative justice model. Additionally, a restorative conversation could occur

when there is a conflict between two peers, inside or outside of school. If a restorative circle is needed, all parties would gather and begin by explaining their side of the story, the other parties would show active listening by being able to repeat what was said and most importantly acknowledge how that made them feel. Then the students switch roles and the other students explain their perspective, again with their peers actively listening. Finally, all parties explain what they would need to repair the harm that is done. All parties must meet an agreed upon solution. Should an infraction warrant an additional consequence beyond demerits or a detention, Perseverance Prep seeks to have the consequence also be a learning opportunity. For example, a student who is caught doing graffiti in the bathroom, may be asked to research the economic impact of graffiti clean-up within San Jose.

On a weekly basis, students will receive a Perseverance Prep Report that provides a detailed description to the student and their family of the merits and demerits they earned over the course of the week. At the beginning of the week each student will begin with a total of $30 in their bank; as the week progresses students may earn dollars for exhibiting FIERCE behaviors or earn deductions for failing to demonstrate our values, whether behavioral or academic. For example, if a student is talking out of turn or not using correct volume, they would lose one dollar. At the end of the week students who have earned $40 will be able to participate in Choice Time. Choice Time occurs each Friday in place of Specials and is a time where students may choose from a variety of activities the teachers lead that are not Specials or Core Content Classes and may include options such as Theater, Dance, and School Newspaper. If they do not have this designated dollar amount within their bank, they are required to attend detention during this time, supervised by members of the school leadership team. As an added incentive for students, at the end of every month there is a FIERCE Factory store where students may buy items with the dollars in their bank account.

When a student makes a poor behavior choice that requires more than a demerit as a reminder, they are pulled aside for a quick conversation with the teacher about their choices and how they can make better choices, and other consequences, such as a detention can apply.

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

In creating this policy and its procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions.
and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

**Cause for Suspension and Expulsion**

Focusing on small student behaviors and holding students accountable for those behaviors as outlined in our Paycheck System decreases larger behavior infractions from occurring. Perseverance Prep will follow all state and local laws regarding Suspension and Expulsion for higher level behavior infractions.

A student may be suspended or expelled for any of the acts enumerated in California Education Code 48900 related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

As specified in California Education Code Section 48900, a student may be recommended for suspension if he or she:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

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

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.
(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

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

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) (1) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision, and this subdivision shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
(1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

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

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

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

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

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

(iii) (I) An act of cyber sexual bullying.

(II) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a
minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

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

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period whether on or off the campus.
4. During, or while going to or coming from, a school-sponsored activity.
5. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

In these cases, expulsion would only be recommended if either of the following are true:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to nature of the act, the presence of the pupil causes continuing danger

In the case of a first offense, a student will only be suspended out of school if his or her presence causes a danger to persons, property, or threatens to disrupt the instructional process. Otherwise, alternative discipline will be imposed.

The school will update discipline policies regularly to reflect any changes in the relevant sections of the Ed. Code. The Executive Director may use his or her discretion to provide age-appropriate alternatives to suspension or expulsion for the above infractions that are designed to address and correct the student’s specific misbehavior.

Students will receive an expulsion recommendation on a case-by-case basis if it is determined that the student committed one of the following acts at school or at a school activity off school grounds, as specified in Education Code Section 48915(a), (b):

- Causing serious physical injury, except in self-defense
- Possession of a knife or other dangerous object
- Possession and/or use of a controlled substance
- Robbery or extortion
- Assault or battery on a school employee

Students will receive a mandatory suspension and a mandatory recommendation for expulsion for any of the following reasons, as specified in Education Code Section 48915(c), (d):

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Selling a controlled substance
- Committing or attempting to commit a sexual assault or sexual battery as defined in Section 48900 of the Education Code
- Possession of an explosive

Students are subject to mandatory expulsion from Perseverance Preparatory School for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

At the discretion of the Executive Director, Perseverance Preparatory School will also authorize and implement in-class and in-school suspension for infractions that demand a severe consequence up to and including a suspension, but do not require the student to be removed from the learning environment. In-class and in-school suspension will never be considered as an alternative to expulsion.
Suspension Procedures
As detailed at the beginning of this section, Perseverance Preparatory School is committed to maintaining a physically and emotionally safe learning environment. We believe that learning time is sacred and that the vast majority of behaviors can and should be corrected within the classroom. We aim to have students miss as few instructional minutes as possible throughout their tenure at Perseverance Prep. However, those behaviors detailed above may warrant suspension or expulsion, which will occur through the following steps.

The suspension of a student will be at the discretion of the Executive Director. Parents will be notified in advance prior to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. In order to ensure that in the case of suspension both the student and the parent/guardian receive adequate notice and meaningful opportunity to be heard prior to suspension, Perseverance Prep will implement the following three-step protocol:

Step 1 – Informal Family Conference: Suspension shall be preceded by an in-person conference, within two days, conducted by the Executive Director with the student and the student’s parent or guardian. The conference may be omitted if the Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or school personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible. Students also have the right to waive if they cannot or do not want to participate. Failure for students or parents to attend will not result in any penalty.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Step 2 – Determination of Length and Placement of Suspension: The length and placement of the student’s suspension will be determined by the Executive Director, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

At Perseverance Prep, we are determined to have systems to prevent suspension to the greatest extent possible while maintaining the integrity of the learning environment. We believe that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or the student is at risk of harming themselves or others. A student who has exhibited such behavior will first earn In-Class Reflection, a set of suspension-preventative consequences and behavioral supports that will require the student to reflect and reset before reentering the school community. In In-Class Reflection, a student will lose all social privileges for the day. In-Class Reflection will allow students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-Class Reflection will sit at a designated desk in the classroom, physically separated...
from his or her peers. Clear norms will be set to protect the social-emotional well-being of students in In-Class Reflection and ensure they are treated with respect by their peers. In addition, a student assigned to In-Class Reflection must:

- Check in with the Executive Director prior to the start of each day and at strategic points throughout the day
- Attend all classes, receive academic instruction, and complete all classwork and homework
- Not communicate with any other students throughout the day, including during breaks and lunch where the student will be supervised by school staff
- Not participate in class activities
- Not attend field trips, dances, or other school activities if these occur during the suspension period

If a student fails to meet the expectations of In-Class Reflection, the student will be removed from the classroom and will serve an In-School Suspension for the remainder of their assigned reflection. During In-School Suspension, the student receives all of the consequences and supports as s/he would in In-Class Reflection but is removed from the classroom environment.

If a student is a continual distraction to others or poses a risk to self or others, that student would likely not benefit from In-Class Reflection and may instead be assigned either an In-School or Out-of-School Suspension. An Out-of-School suspension is recognized as an absence from school.

**Step 3 – Notice to Parents:** Parents and students have due process rights with regard to suspensions and expulsions. At the time of the student’s suspension, the Assistant Director shall make a reasonable effort to contact the student’s parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense(s) committed by the student, as well as the date and time the student may return to school.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days. If a student is recommended for a period of suspension exceeding five consecutive days, a second conference will be scheduled between the parent/guardian and the Executive/Assistant Director to discuss the progress of the suspension upon the completion of the tenth day of suspension.

Instructional materials will be provided for all suspended students by their regular classroom teachers. Students serving In-School Suspension will be provided materials at the start of the school day and expected to complete all academic work in order to continue to access their education during the term of the In-School Suspension.

In the case of Out-of-School Suspension, arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Classroom teachers will provide instructional materials to the Assistant Director, who will make them available to the student and/or his/her family. In extreme cases of a long-term suspension exceeding five consecutive days of Out-of-School Suspension, the school may provide a tutor or other aide to support the student’s continued education during their required absence from school.
A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. Perseverance Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the school’s student expulsion process. In that case, an expulsion hearing must be held no later than thirty days after the expulsion recommendation. Upon a recommendation of expulsion by the Executive Director or Executive Director’s designee, the pupil and the pupil’s parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

In keeping with the principles of Restorative Justice and the understanding that “when a person does harm, it affects the persons they hurt, the community, and themselves,” students receiving an In-School Suspension or Out-of-School Suspension will have the opportunity to re-enter the school community by making a public apology at the next Town Hall, acknowledging the harm that they caused and renewing their commitment to their fellow students. Students who choose not to take advantage of this opportunity will collaborate with the Assistant Director to select an alternate means of making amends and re-entering the school community.

**Expulsion Procedures**

**Step 4 – Recommendation for Expulsion:** If the Executive Director recommends a student for expulsion, the student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Executive Director upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the Executive Director finds that at least one of the below findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Step 5 – Expulsion Hearing:** As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing will be held within 30 days after the Executive Director makes a recommendation for expulsion. The hearing will be presided over by the neutral and impartial Board of Directors. The Board may also appoint a neutral and impartial administrative panel of three or more certificated persons, none of whom is a member of the Board or employed on the Perseverance Preparatory staff. Each entity shall be presided over by a designated neutral hearing chairperson. The expulsion hearing will be conducted in closed session.
(complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. Written notice of the hearing will be mailed to the student and the student’s parents at least 10 calendar days before the date of the hearing by the Executive Director. This notice will include:

- Date and place of the hearing
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based
- Copy of the disciplinary rules that relate to the alleged violation
- Opportunity for the student or the student’s parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel
- Right to examine and acquire copies of all documents to be used at the hearing
- Opportunity to cross-examine all witnesses that testify at the hearing
- Opportunity to present evidence and witnesses on behalf of the student

In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony.

If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or to commit a sexual battery as defined in subdivision (n) of Section 48900, evidence of specific instances of a complaining witness' prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the Board that extraordinary circumstances exist requiring the evidence be heard. Before the Board makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness' prior sexual conduct be heard, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

If the student is found to have committed an act listed in California Education Code, section 48915(c), the Board shall order that student expelled. If the student is found to have committed an act listed in California Education Code, section 48915 (a), (b), or (e), the Board may only order a student expelled if one or both of the following are true:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act or violation, the presence of the pupil causes continuing danger.

In the case of an expulsion decision, the Board shall order a student expelled pursuant to California Education Code, section 48915 (b) or (c), and shall refer that pupil to a program of study that meets all of the following criteria:

- Is appropriately prepared to accommodate students who exhibit discipline problems.
- Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
- Is not housed at the school site attended by the student at the time of suspension.

If an expulsion decision is made by the Board, written notice will be sent by the Executive Director to the parents/guardians of any student who is expelled. This notice will be sent within 24 hours of the hearing through certified over-night postal delivery, and will include:

- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- The reinstatement eligibility review date
- The type of educational placement during the period of expulsion
- Notice of appeal rights/procedures.
- Notice of the student or parent/guardian obligation to inform any new district in which the student seeks to enroll of the student’s status with Perseverance Preparatory.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the expulsion proceedings shall be terminated and the pupil immediately shall be reinstated and permitted to return to classes at Perseverance Preparatory, unless the parent, guardian, or responsible adult of the pupil requests another school placement in writing. Before the placement decision is made by the parent, guardian, or responsible adult, the Executive Director shall consult with the pupil's teachers, and the parent, guardian, or responsible adult regarding any other school placement options for the pupil in addition to the option to return to his or her classroom instructional program from which the expulsion referral was made.

**Appeal of Suspension or Expulsion**

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion. Pupils who are expelled shall be responsible for seeking alternative education programs Rehabilitation plans, if the charter provides. The decision to readmit a pupil or to admit a previously expelled pupil shall be in the sole discretion of the Board.
The suspension of a student will be at the discretion of the Executive Director or the Assistant Director. Parents will be notified in advance of the enactment of the suspension and can appeal a student’s suspension. A suspension appeal will be heard if requested within five (5) days of notification of suspension by the student’s Executive Director or the Assistant Director, and upon consideration, the Executive Director or designee’s decision will be final. The student will be considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) days. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

An expulsion decision may be appealed within 30 calendar days of the date of the written decision to expel. The parent/guardian must submit the appeal in writing to the Executive Director. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student’s parent/guardian must attend to present their appeal either verbally or in writing. The Expulsion Appeal Panel shall have three (3) certificated members, none of whom is a member of the Board or employed on the Perseverance Prep staff. Panel members shall know nothing of the incident or student, and shall not be the same individuals who participated in the original expulsion decision. The panel will be chosen by the School Board Chair. The scope of review of the panel shall be limited to whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the expulsion hearing. The decision of the Expulsion Appeal Panel will be final. Parents will be notified of the Expulsion Appeal Panel’s decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated. For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied

The decision of the panel of representatives of the Board of Directors will be final.

**Suspension and Expulsion of Students with Disabilities**

Perseverance Prep would immediately notify the SELPA upon suspension or expulsion for a student with an identified disability. The student’s service during the suspension, should they be suspended for more than ten school days in a school year shall continue to receive services. Within ten (10) school days of a recommendation for expulsion, Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: 1) If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; 2) If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan. If either is applicable, the conduct shall be determined to be a manifestation of the child’s disability. If determined that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall: assess, implement a behavioral intervention plan, OR review the existing behavioral intervention plan and modify it.

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

**Due Process Appeals**
Request an expedited administrative hearing or by utilizing the dispute provisions of the 504 Policy and Procedures during which the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or forty-five days, whichever occurs first, unless agreed otherwise.

**Special Circumstances**
A student can be moved to an interim alternative educational setting (but not more than forty-five days) without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

**Interim Alternative Educational Setting**
The student’s interim alternative educational setting shall be determined by the student’s IEP/504 team.

**Procedures for Students Not Yet Eligible for Special Education Services:**
A student who has not been identified to be eligible for special education and related services and who has violated a code of student conduct may assert the procedural safeguards if the Charter School had knowledge that the student was disabled before the behavior occurred. Knowledge on the part of the Charter School includes:

1. The parent/guardian has expressed concern in writing, or orally, to supervisory or administrative personnel of the Charter School that the child is in need of special education and related services.
2. The parent/guardian has requested a special education evaluation of the child.
3. The student is in the process of being assessed for special education.
4. The student has a section 504 plan.
5. The teacher of the student, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child to the director of special education of the Charter School or to other supervisory personnel of the Charter School.

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

“The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.”

- California Education Code Section 47605 (b)(5)(K)

All employees of Perseverance Preparatory school will be eligible for a 403b account. Employees will contribute at any rate and the school will match up to 8%. The Payroll/Benefits Manager of Perseverance Preparatory School will ensure that appropriate arrangements for the coverage have been made. Perseverance Preparatory School will make all employer contributions as required. Perseverance Preparatory School will also make contributions for workers' compensation insurance, unemployment insurance and any other payroll obligations of an employer. Perseverance Preparatory School will not participate in STRS or PERS.

Certificated Staff Members
All full-time certificated staff members will be covered by Social Security and the 403b plan described above.

Classified Staff Members
All full-time classified staff members will be covered by Social Security and the 403b plan described above.

Other Staff Members
All other full-time staff members will be covered by Social Security and the 403b plan described above.
Perseverance Preparatory School will not offer retirement contributions to any part-time employees as they do not qualify.

PART L: PUPIL SCHOOL ATTENDANCE ALTERNATIVES_______________________

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

Perseverance Preparatory School is a "school of choice" and recognizes that pupil attendance is voluntary and no pupil shall be required to attend Perseverance Preparatory School. Students who opt not to attend the school may attend other district schools in accordance with existing enrollment and transfer policies of their district or county of residence. The parent or guardian of each student enrolled in the school will be notified that their student shall have no right to admission in a particular school of any local educational agency (or program of any local educational agency) as a consequence of enrollment in Perseverance Prep, except to the extent that such a right is extended by the local educational agency.
PART M: RIGHTS OF DISTRICT EMPLOYEES

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.”

- California Education Code Section 47605(b) (5) (M)

Employees of the district who choose to leave the employment of the district to work at Perseverance Prep shall have no automatic rights of return to the district after employment at the charter school unless specifically granted by the district through a leave of absence or other agreement or policy of the district as aligned with the collective bargaining agreements of the district. Leave and return rights for district union-represented employees and former employees who accept employment with Perseverance Prep will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
PART N: MANDATORY DISPUTE RESOLUTION

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

Perseverance Prep is committed to working with the SBE in a spirit of cooperation. Matters unable to be resolved by the State Superintendent of Public Instruction or designee and Perseverance Prep may be referred to a mutually agreed upon legally licensed mediator at standard cost.

The staff and Governing Board members of Perseverance Prep agree to attempt to resolve all disputes between the SBE and Perseverance Prep regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement between the SBE and Perseverance Prep, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that in any way related to revocation of this charter, must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by
facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All written notices shall be addressed as follows:

To School, c/o Executive Director:
Perseverance Preparatory School
Address TBD, to be updated

Mr. Tom Torlakson, State Superintendent of Public Instruction
California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814-5901

(2) A written response ("Written Response") shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party's position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.

(3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the parties will use the processes and procedures of the American Arbitration Association ("AAA") to have a mediator appointed.

(4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law. Additionally, neither party will comment during this process, until everything is fully resolved.

The Charter School recognizes that, because it is not an LEA, the SBE may choose to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, provided that if the SBE intends to resolve a dispute directly instead of pursuing the dispute resolution process specified in the charter, it must first hold a public hearing to consider arguments for and against the direct resolution of the dispute instead of pursuing the dispute resolution process specified in the charter.
PART O: CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.”

- California Education Code Section 47604(b)(5)(O)

In the event that Perseverance Prep closes and does not continue operating under this charter or a different charter, the following procedures, which are adapted from the procedures recommended by the California Department of Education ("CDE"), shall be utilized to ensure a final audit of the school to determine the disposition of all assets and liabilities of the school, including plans for disposing any net assets and for the maintenance and transfer of pupil records. The Perseverance Prep Board of Directors will promptly notify parents and students of Perseverance Prep, the district, the County Office of Education, the school’s SELPA, the retirement systems in which the school’s employees participate, and the CDE of the closure as well as the effective date of closure. This notice will also include the name(s) of contact information for the person(s) to whom reasonable inquiries may be made regarding the closure’ the pupil’s school districts of residence; and the manner in which parents/guardians may obtain copies, including specific information on completed courses.

The Board will ensure that the notification to the parents and students of Perseverance Prep of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s official action to close the school.

**Documentation of Closure Action**
The decision to close the school for any reason will be documented by an official action of the Perseverance Prep Board of Directors. The action will identify the reason for the school's closure (i.e., whether the charter was revoked, not renewed, or closed voluntarily) and the effective date of the closure, and an entity and person or persons responsible for closure-related activities.

**Notification to the California Department of Education**
Notification will be given to the Charter Schools Unit at the CDE and to the County Office of Education. The notification will include the following information: pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

**Notification to Receiving Districts**
In the event that any students reside outside the district, the school will notify each school district that is responsible for providing education services so that the receiving district may assist in facilitating student transfers.

**Student and School Records Transfer**
The school will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The school will ask the school district of residence to store original records of the school's students. All records of the school shall be transferred to the school district of residence upon school closure. The school and the school district of residence will assist parents in the transfer of their students to other appropriate schools. In the event that the school is unable to transfer student records for any reason, the school will maintain them in a safe and secure location and will provide authorized persons with access to these records. The school will maintain all school records, including financial and attendance records, for a reasonable period after the school closure.

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

**Financial Close-Out**
Perseverance Preparatory School will have an independent audit completed within six months after the closure of the school. This may coincide with the regular annual audit of Perseverance Preparatory School. The purpose of the audit is to determine the net assets or net liabilities of the school. The final audit will include an accounting of all the school's financial assets, including cash.
and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the school. The cost of the audit will be considered a liability of the school.

In addition to this final audit, the school will also submit any required year-end financial reports to the CDE and the SBE in the form and time frame required, pursuant to Education Code section 47604.33, including audits by December 15th. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due.

**Dissolution of Assets**

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

On closure, Perseverance Preparatory School shall remain solely responsible for all liabilities arising from the operation of the school.

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

Perseverance Preparatory School will utilize the school's reserve fund to undertake any expenses associated with the closure procedures identified above.
MISCELLANEOUS

Budget and Financial Reporting

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.”

- California Education Code §47605(g)

Budget Narrative

The attached budget and cash flow projections are based on estimates of the actual revenue and costs to implement Perseverance Preparatory Charter School as described in this petition. Perseverance Prep engaged EdTec to advise and consult in the development of accurately projected revenues, expenses, and cash flow.

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

The narrative below lays out the conservative assumptions on which this budget is based. The budget reflects a positive operating income in each of the five years and results in an ending
balance that is 61% of expenses in year five, fully allowing us to adjust staffing needs responsively to our growing school and the particular student needs as they present themselves through annual enrollment.

**Demographics**

Perseverance Prep will start with 128 5th grade students in the 2019-20 school year. One class will be added each year until the charter is fully enrolled as a 5th-8th school with 512 students in 2022-2023. The attendance rate is assumed to be 94%.

Perseverance Prep is projecting the following demographics based on the averages from Burnett Middle School, located within the 95112 zip code, a desired location for Perseverance Prep, in San Jose:

- 29% English Language Learner
- 71% Free and reduced lunch qualifying
- 75% Unduplicated Percentage

**Revenues**

Local Control Funding has been calculated using the FCMAT calculator released after the Governor's May Revise 2018 Budget. The calculator file is available on request. Major assumptions include:

Enrollment and ADA assumptions as outlined above.

47.93% unduplicated in all years assumed for Concentration Grant, based on San Jose Unified demographics.

Due to the above unduplicated assumption, Perseverance Prep would not qualify for Concentration Grant funding.

In order to calculate the floor rate, data was used from San Jose Unified School District. COLA percentages for 2019-20 through 2023-24 are based on the Governor’s Budget and the most recently released FCMAT calculator. LCFF would be fully completed as planned. The 2023-24 funding rates assume a 0.00% COLA.

Because Perseverance Prep’s unduplicated percentage is projected to be above the district average, the LCFF rates for comparable grade levels are projected to be the above the district. Given the above assumptions, the funding rates used for each year are as follows:

**Figure 29: Funding Rates Including COLA 0.50% Percent Increase**

<table>
<thead>
<tr>
<th></th>
<th>2019-20</th>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
<th>2023-24</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLA</td>
<td>2.57%</td>
<td>2.67%</td>
<td>3.42%</td>
<td>3.26%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Funding Rate</td>
<td>8,870</td>
<td>9,107</td>
<td>9,512</td>
<td>9,870</td>
<td>9,870</td>
</tr>
<tr>
<td>Implementation</td>
<td>100.00%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
Of the above LCFF rate, 75.33% of the revenues would come from In-Lieu of Property Tax, based on Perseverance Prep’s projected ratio of Target Base to Target Entitlement. Perseverance Prep’s calculation is based on San Jose Unified District’s In-Lieu of Property Tax rate. Perseverance Prep would also receive $200 per ADA of funding through the Education Protection Account and the remaining LCFF funds would come from State Aid.

Perseverance Prep has budgeted for Child Nutrition using 2016-17 reimbursement rates and 2% inflation. To be conservative, Perseverance Prep is assuming that 8% of prepared meals are unconsumed, resulting in a 10% overall loss on the food service program.

Perseverance Prep expects to receive Title I funding at a rate of $445 per FRL student. The school was recently approved to receive a PCSGP Implementation grant for $475K and is eligible for an additional $100K. Only the $475K awarded to date is included in this budget.

Perseverance Prep is budgeting to be in a private facility and anticipates receiving SB 740 reimbursement funds. Statutory rates were used ($1,117), but the award is discounted by 10%.

Perseverance Prep has joined the El Dorado County SELPA, which will allow the school to receive state revenue in year one and both state and federal SPED revenues thereafter.

The Charter School also has budgeted for state lottery revenue. These funds do not begin to arrive until year 2 (year 1 funds are accrued). This has been budgeted at $194/ADA in 2019-20.

**Grants/Fundraising**
Perseverance Prep has secured $200,000 in grants for the startup period from Silicon Schools Fund, which is reflected in the budget and stated in the accompanying letter of support from Silicon Schools Fund. In addition, the Perseverance Prep board has committed to fundraising $30,000 annually, which is also included in the budget and the accompanying Board Fundraising Pledge found in Appendix X.

Perseverance Prep is evaluating other grant opportunities, none of which are currently included in the budget. Should additional grants materialize, Perseverance Prep would add additional expenses associated with the grants.

Additionally, Perseverance Prep would qualify for the Charter School Startup Grant program, but it is not included in the petition budget since the details are still unknown.

**Expenses**

**Staffing and Benefits**

**Staffing**

Staffing – All salaries grow at 3% per year.

**Certificated**

Perseverance Prep will have four core teachers in year one and add four additional core teachers each year until reaching scale. In addition, Perseverance Prep will begin with one SPED teacher,
adding another in year two and a third in year four. The average teacher salary starting in 2019-20 is budgeted at $62,000.

Perseverance Prep will have three certificated administrators in the first, second and third year of operation, including an Executive Director ($90,000), an Assistant Director ($70,000) and a Director of Ops ($70,000). In the fourth year, a SPED Director will be added (based on 18-19 salary of $90,000 and adjusted for inflation).

The budget assumes that substitutes are needed for 6.67 days for each teacher at a rate of $150 per day. This amount is included in services and other operating expenses.

Classified
Perseverance Prep will use part-time Associate Teachers, hiring four each year as a new grade is added until there are 16 when the school hits scale in year four. These positions would be part time employees at $15 per hour and 2 hours per day.

Starting in year two, Perseverance Prep will have an Office Manager at a salary of $46,350. In year five, the school will add a second Office Manager.

Benefits
It is assumed that all certificated employees will participate in a 403B Plan, with 8% employer contribution, and pay into social security.

Perseverance Prep will offer health insurance to all full time employees. Assumed rate is $7,500 in 2019-20 for each employee participating and increasing by 5% per year thereafter. This amount would include health, dental, and vision.

Perseverance Prep has also included employer contributions for Medicare, State Unemployment Insurance and Worker’s Compensation. The school will also contribute 8% to a 403b program for all full time employees.

Books and Supplies
Perseverance Prep will purchase IXL, Achieve 3000, and Foss Kits each year, resulting in annual core curricula spending of $19,895. To be conservative on cash flow timing, this is budgeted during the startup period for year one. Each new classroom will require Eureka Math at $1,296 per classroom. On a per student basis, Perseverance Prep has budgeted $204 to cover the costs of various subscriptions and resources, including Wordly Wise, Spelling City, Lexia, Frontier, ST Math, Nearpod, Querium, History Alive (one year, non-recurring), Reading Plus, and Go Guardian.

Perseverance Prep has based its office supply budget on data from Cornerstone Academy Preparatory Charter School, budgeting $556 per full-time employee. In addition, $1,200 for each staff computer is included. Conservatively, the Perseverance Prep has budgeted $5,000 per new classroom for classroom furniture and equipment based on Cornerstone expenditures. The budget also includes $500 per new admin hire in office furniture and equipment.
Annually, Perseverance Prep will spend $300 per new student on Chromebooks for a 1:1 student to computer ratio. The Chromebooks purchased for year one are budgeted in the startup period to be conservative on cash flow timing.

Perseverance Prep will arrange for an outside vendor to provide food service. Rates are based on Revolution Foods invoices plus inflations. The budget includes both revenues and expenses for these services at a small net cost to Perseverance Prep, resulting in a 10% loss as mentioned previously.

Services and Operating Expenses
Many of the Services and Operating expenses and cost rates were estimated by EdTec based on its experience doing back office services for over 350 California charter schools. As much as possible the rationale for the expenses is indicated in the notes column in the budget detail. Most expenses grow at 2.5% per year to account for inflation, while also increasing relative to the additional number of students and staff as the school grows.

Perseverance Prep is budgeting to utilize a private facility, however, the school will also likely apply for Prop 39. We have budgeted for 80 square feet per number of students in the first year at a rate of $1.75 per square foot per month based on research and draft leases in the San Jose area where the school plans to locate. In year one, this would be a total cost of $215,040. After year 1, additional square feet will be added based on the number of additional students is added annually. The facilities cost reaches $926,569 in 2022-23 when the school reaches full capacity.

The Charter School is separately budgeting for utilities, janitorial, and repairs and maintenance. Based on Cornerstone data, this is estimated at $5,120 per month, increasing proportionally with rent each year.

Special Education Contractor fees are based on an estimate of fair share contribution to SPED services found at similar charter schools around San Jose. On average, these schools spend $750 per student for SPED services, including learning or intervention specialists, school psych, school support counselors, speech language therapy, and occupational therapy above and beyond the SPED revenue. Perseverance Prep assumes a comparable $750 per student fair share contribution rate beginning in year one, including the cost of the SPED teachers on payroll. This rate grows to ~$850/ADA fair share contribution in the out years. The budget also includes El Dorado SELPA fees based on the rates published on the EDCOE website.

Perseverance Prep will contract out with back office provider, such as EdTec, for support with budget development, financial management, accounting, payroll, accounts payable and attendance and board support. Fees are estimated based on a sliding scale percentage of revenue and are projected at $60,250 in year one and gradually increasing to $155,000 by year four. Perseverance Prep has separately budgeted for its non-profit audit and tax filings at $10,000 annually, with a lower cost in year one as the first audit will not occur until year two.

The school has budgeted $1,200 per teacher for professional development and an additional $750 per teacher for conference fees. In addition, the cost of Building Excellent Schools Follow-On
Support is $10,000 annually in the start-up and first two years. Marketing and student recruitment is estimated at $2,000 in year 1 and $4,000 thereafter, and $9,000 is set aside annually for any legal fees or retainers.

For technology support and services, $1,040 per month has been budgeted, based on a quote for two hours a week. Copier and printing costs are based on Cornerstone data, budgeted at $4,800 per teacher.

The Charter School is budgeting $1,080 to contract for required health screenings and health training for staff, $24 per student for student assessment and testing (including NWEA Map), $78 per student for insurance, $13 per student for Kickboard, and $15/student for Power School.

The Charter School has included the required 1% oversight payment to its charter authorizer and the interest payments associated with the CSFA Revolving Loan (see Cash Flow section).

Based on benchmarking data, the budget includes $2,250 for dues and memberships (including CCSA), $209 for banking fees, $525 for fingerprinting, $1,400 in payroll fees, $122 per student for communications (phone and internet), and $111 per FTE in postage and delivery.

**Start Up Expenses**

The budget assumes $217,820 for salaries and benefits for school leadership in the startup years.

Additional expenses include $1,000 for office supplies, $2,400 for teacher supplies, $19,895 in curriculum (as mentioned previously), $38,400 in Chromebooks (as mentioned previously), $2,000 for dues and memberships, $2,000 for insurance, $3,000 for legal fees, $3,000 for student marketing and recruitment, and $1,000 for staff recruitment.

**Cash Flow**

The cash flow projection assumes that Property Tax payments are paid each month by the district, aside from the first two payments which would come in October 2019 and January 2020 through the special advance apportionment. Education Protection Account payments are disbursed quarterly. The Special Advance Apportionment for schools growing by a grade level is also included.

Once authorized, Perseverance Prep will apply for the California School Finance Authority Charter School Revolving Loan Fund. The Charter School has forecasted receipt of $250,000 in principal in July 2019, and assumes a four-year payback period. Repayments of this principal consist of $62.5k per year, in six equal portions in August through January. The Charter School has also budgeted interest expense for this loan. The interest expense was calculated based on current expectations for Revolving Loan Fund terms.

In the unlikely case that the Charter School does not receive the Revolving Loan, the Charter School could sell receivables to finance operations.
Expenses have been allocated based on the experience of similar charter schools. Spending for books and supplies is heavier in July and August as the school purchases curriculum, technology and furniture. Board fundraising comes in toward the end of the year in June.

**Facilities**

“The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.”
- California Education Code §47605(g).

Perseverance Prep intends to locate within either the 95112 or 95126 zip code in San Jose Unified School district, as detailed in Part A, under Target Student Population.

**Proposition 39 Facilities**

Perseverance Prep may seek the support of the San Jose Unified School District in securing a district owned facility through the annual presentation of a Proposition 39 request and/or under a separately negotiated long-term lease arrangement. It shall utilize California Building Standards Code compliant facilities in accordance with the Education Code Section 47610.

**Alternative Facilities**

If Perseverance Prep is not able to acquire a suitable facility through Proposition 39, Perseverance Prep may seek to rent or purchase a facility. The Perseverance Prep Board of Directors will seat a Facilities Search Team to evaluate options. Perseverance Prep will draw upon the experience of the team. Please see Executive Summary for information on Board Member expertise in Facility Acquisition and Financing. Perseverance Prep may apply for facilities financing assistance under the state’s Charter School Facilities Grant Program and/or state-administered Charter School Facilities Incentive Grants such as SB740, dependent upon eligibility determined by the school’s percentage of socio-economically disadvantaged students. Facility Requirements Perseverance Preparatory School seeks to locate a facility that will maximize its mission and vision, providing a safe and nurturing learning environment for its students. Perseverance Prep will require a single campus located within the boundaries of the District.

In it’s opening year, Perseverance Prep’s facilities requirements include, but are not limited to, the following:

15,030 Square Feet of classroom and indoor space for a minimum of:
- 4 classrooms (10,880 square feet)
- 3 Offices (300 square feet)
- Bathrooms for boys, girls, and staff (600 square feet)
- Multi-Purpose Room (2500 square feet)
- Staff Room (750 square feet)
- One Acre of outdoor space

**Facility Safety**

As outlined in Element F, the charter shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the
State Building Code, including provisions for seismic safety. Please see Element F for all applicable assurances. In the event Perseverance Prep does not secure a facility from SJUSD, it shall secure a site and shall provide SJUSD a Certificate of Occupancy and proper clearances, as applicable to Perseverance Prep, no later than 30 days prior to the school’s opening date or by a date otherwise agreed to between the parties. Attendance Accounting Perseverance Prep will implement an attendance recording and accounting system to ensure contemporaneous record keeping that complies with state law. Reporting Perseverance Prep will provide reporting to the SBE and the CDE as required by law including but not limited to the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m) and the School Accountability Report Card (SARC).

Potential Civil Liabilities

“Potential civil liability effects, if any, upon the charter school and upon the school district.”
- California Education Code Section 47605(g).

Perseverance Preparatory School agrees to permit the SBE to inspect and receive copies of all records relating to the operation of the school, including financial, personnel, and pupil records. Pursuant to Education Code Section 47604.3, Perseverance Prep shall promptly comply with all such reasonable written requests. The records of the School are public records under shall comply with the California Public Records Act. Perseverance Prep agrees to and submit to the right of the CDE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Perseverance Prep shall be operated Perseverance Preparatory Inc., a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). Pursuant to Education Code Section 47604(c), an entity that grants a charter to Perseverance Prep operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of Perseverance Prep or for claims arising from the performance of acts, errors or omissions by Perseverance Prep if the authority has complied with all oversight responsibilities required by law. Perseverance Prep shall work diligently to assist CDE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SBE-requested protocol to ensure the SBE and the CDE shall not be liable for the operation of Perseverance Prep. The corporate bylaws of Perseverance Prep shall provide for indemnification of Perseverance Prep’s Board, officers, agents, and employees, and Perseverance Prep will purchase general liability insurance, Board Members’ and Officer’s insurance, and fidelity bonding to secure against financial risks. As stated above, insurance amounts will be determined by recommendation of the SBE and Perseverance Prep’s insurance company for schools of similar size, location, and student population. The SBE and CDE shall be named an additional insured on the general liability insurance of Perseverance Prep. The Perseverance Prep’s Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Charter Term
The term of this charter shall begin July 1, 2018 and expire five years thereafter on June 30, 2023, in accordance with SBE policies. Renewal of the charter shall be in accordance with the standards set forth in the Education Code Section 47605. Perseverance Prep must submit its renewal petition no earlier than 270 days before the charter is due to expire unless otherwise agreed by the SBE.

**Amendments**

Any amendments to this charter shall be made by mutual agreement of the Perseverance Prep Board of Directors and the SBE. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

**Severability**

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the State Board of Education and the Perseverance Prep Board of Directors. The SBE and Perseverance Prep agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.