

CHARTER
OF THE
REVOLUTIONARY EDUCATION AND LEARNING
MOVEMENT (REALM)
CHARTER MIDDLE SCHOOL

SUBMITTED DECEMBER 16, 2009
TO THE BERKELEY UNIFIED SCHOOL DISTRICT
2134 MARTIN LUTHER KING JR WAY
BERKELEY, CA 94704

FOR FURTHER INFORMATION, PLEASE CONTACT:
VICTOR DIAZ
(510) 672-4653

TABLE OF CONTENTS

I. FOUNDING GROUP.....	4
II. EDUCATIONAL PHILOSOPHY AND PROGRAM.....	6
IIa. Mission	6
IIb. Educational Philosophy.....	7
IIc. Students to be Served	8
IId. Curriculum and Instructional Design	10
IIe. Plan for Students that are Academically Low Achieving	27
IIf. Plan for Students that are Academically High Achieving	29
IIg. Plan for English Learners.....	29
IIh. Plan for Special Education	31
Iii. Teacher Quality.....	33
IIj. Parent Involvement	34
III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA	36
IIIa. Measurable Student Outcomes.....	36
IIIb. Academic Performance Index.....	37
IIIc. Methods of Assessment.....	37
IIId. Use and Reporting of Data.....	40
IV. GOVERNANCE STRUCTURE	42
V. HUMAN RESOURCES	47
Va. Qualifications of School Employees.....	47
Vb. Compensation and Benefits	51
Vc. Employee Representation.....	51
Vd. Rights of School District Employees.....	52
Ve. Health and Safety	52
Vf. Dispute Resolution.....	53
VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES	56
VIa. Student Admission Policies and Procedures.....	56
VIb. Non-Discrimination	58
VIc. Public School Attendance Alternatives	59
VIId. Suspension / Expulsion Procedures.....	59
VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY.....	64
VIIa. Budgets	64
VIIb. Financial and Programmatic Reporting.....	64
VIIc. Insurance.....	65
VIId. Administrative Services	66
VIIe. Facilities.....	67
VIIIf. Transportation	67
VIIg. Audits	68
VIIh. Closure Protocol.....	68
VIII. IMPACT ON THE CHARTER AUTHORIZER.....	71
IX. ADDITIONAL CLAUSES.....	72
ATTACHED ITEMS	74

References.....	74
Academic Calendar.....	76
Sample Master Schedule.....	77

I. FOUNDING GROUP

Revolutionary Education and Learning Movement (REALM) Middle School's Board of Directors will include experts in charter school development, educational law, business leadership, facilities management, curriculum and assessment, research and data, teacher professional development, and school finance.

Antonio Cediel, Ed.D.

Dr. Cediel has been an urban public school educator for the last twelve years. He has served as a middle school teacher and charter school administrator in Oakland, CA, as a principal coach in Tucson, AZ where he trained school principals, as deputy superintendent in the Boston Public Schools, and as head of curriculum and instruction at Leadership Public Schools. Dr. Cediel is currently principal of Emery High School in Emeryville, California. Dr. Cediel holds an M.A. in history from CSU Hayward, and a M.Ed. and Ed.D. from the Harvard Graduate School of Education.

Miles Denniston MBA

Miles Denniston is Vice President of Charter Schools Management Corporation and assists the company with its marketing, strategy and sales efforts. Previously, Denniston worked with the Charter Schools Development Center providing in-depth consulting to individuals and groups seeking to found a charter school. Denniston also was the Managing Director and founding team member of Oakland School for the Arts, a charter high school dedicated to the arts in downtown Oakland that successfully opened in September 2002. Additionally, he founded the San Francisco-based nonprofit Youth for Environmental Service (YES), eventually expanding the program to Seattle and Los Angeles. For his work with YES, Denniston was awarded a national "Environmental Hero" award presented by then-Vice President Al Gore. Denniston also has worked in the White House. He earned academic honors while receiving his MBA from Harvard Business School and his BA from Pomona College.

Rev. Sarah Birdsall Isakson M.Div

Rev. Sarah Birdsall Isakson is Pastor of Lutheran Church of the Cross, Berkeley, since 2002. She has been a resident of Berkeley since 1998. She completed her M.Div at Pacific Lutheran Theological Seminary 2002. Rev. Sarah holds an M.Ed. (Special Education 1991) from UMass Amherst. BA Whittier College, 1971. Life Time Certification Massachusetts (Elementary/Secondary Special Education and regular Ed. K-8). She is the Co-Founder of YEAH! Youth Emergency Assistance Hostels! 2002 (Youth Empowerment Advocacy and Housing) Sarah also is a co-Chair of BOCA Berkeley Organizing Congregations for Action and has been a Member of the BOCA Clergy Caucus since 2003. Prior to that, Sarah was a Special Education Teacher in Tucson, AZ. Sarah was also a Teacher and Headmistress at Al Sour English School, Kuwait, 1982 -1986 Parent and Organic Farmer: Cornwall UK 1977-1982 Founder /Director Day Care Center at NECKuwait 1975-1977 Teacher American School Kuwait.

Jabari Mahiri, Ph.D.

Dr. Mahiri is a Professor at UC Berkeley's Graduate School of Education. Dr. Mahiri researches literacy and writing development in multicultural urban schools and communities. He is co-

director of the Center for Urban Education, principal investigator for the Diversity Project, School Instructor for the Interstate New Teacher Assessment and Support Consortium, and serves on the board of the Bay Area Coalition for Equitable Schools (BAYCES). Before coming to Berkeley, Dr. Mahiri helped found and chair the board of an alternative school in Chicago.

Christopher Knaus, Ph.D.

Dr. Chris Knaus is an educator, human rights advocate, writer and poet. Dr. Knaus earned his BA from UC Davis, his MA from Washington State University, and his Ph.D. from the College of Education at the University of Washington. Dr. Knaus studies educational policy and develops urban schools that demand rigorous academic excellence while keeping African American and Latino students meaningfully engaged. Dr. Knaus supports teachers and administrators and has taught a wide-ranging population, including at the University of Washington and most recently in the African American Studies Department at UC Berkeley. Christopher's first book, *Race, Racism, and Multiraciality in American Education*, explored the impact of schooling on multiracial students.

Pastor Michael McBride, M. Div.

Pastor McBride is Senior Pastor at The Way Christian Center in Berkeley, CA, and is dedicated to creating and strengthening collaborative partnerships between civic institutions, community based organizations and faith-based organizations. He holds a B.A. in Theology/Biblical Studies and Addiction Studies/Counseling from Bethany College and earned a Master's of Divinity from Duke University. He has held numerous leadership positions in the NAACP and the ACLU, and participates in local, state and national dialogues on police accountability, racial profiling, education, youth and other social justice issues. Pastor McBride also works as a Crisis Intervention Specialist at Berkeley Technology Academy.

Nancy Williams

Nancy Williams is a parent advocate at Berkeley Technology Academy. Prior to serving as a full-time parent advocate, Ms. Williams supported her daughter through Berkeley Technology Academy, and volunteered to engage more local parent advocates.

Victor Diaz, M.Ed., J.D.

Victor Diaz graduated from UCLA with a BA in Chicano Studies and earned his J.D. from New College of California Law School. Victor earned a M.Ed. from USF, and completed an administrative credential in the Urban Leadership Program at CSUS. Currently enrolled in the Language, Literacy, Society and Culture Doctoral Program at UC Berkeley, Mr. Diaz taught at the Real Alternatives Program in San Francisco and for the County Schools of San Francisco, serving expelled, adjudicated, and incarcerated students for eight years. He has served as a continuation school principal in Boston Public Schools. He has taught courses at USF, California State Northridge, and is presently teaching in the Principal Leadership Institute (PLI) at UC Berkeley. He is presently the principal of Berkeley Technology Academy, a continuation school.

II. EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Education Code Section 47605(b) (5) (A) (i).

IIA. MISSION

The mission of REALM Middle School is to cultivate resiliency, develop critical thinking skills, advance knowledge through rigorous studies, and equip students to serve our communities and the world in the 21st century. REALM Middle School will serve diverse urban students in grades 6-8 using a student-centered model that features project-based learning, an emphasis on technology, research and action on concerns in the community and activities that develop emotional resiliency.

Vision

REALM Middle School’s vision is to increase academic achievement and social responsibility by creating authentic and challenging learning environments based on four central program elements: (1) project-based learning, (2) immersive technologies, (3) mindfulness in education (Transformative Life Skills), and (4) participatory action research. We seek to develop in each student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This will be accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem-solving.

REALM Middle School draws upon educational research, including areas such as information sciences, literacy studies, multicultural education, and cognitive studies, that identify conditions required for “at risk” students’ success. Our development team is dedicated to providing a learning environment that produces well-rounded students who are prepared for both college and the rapidly changing 21st century job market. Our development team has worked with similar student populations in the Bay Area as educators, site administrators, and curriculum developers. The REALM Middle School education program design is based not only on the research findings of expert educators, it is also tied closely to core instructional elements that the REALM Middle School development team has implemented with students in both traditional school and alternative educational settings. We intend to create a setting to meet the needs of each student by combining a rigorous academic education with a personalized support structure that ensures their success.

REALM Middle School will offer an intensive college preparatory program integrating academics, technology, research, resiliency, and social action with site-based matriculation. REALM Middle School will increase academic achievement and social responsibility by creating authentic and challenging learning environments based on our four core program

elements: (1) project-based learning, (2) immersive technologies, (3) Mindfulness in Education (transformative life skills), and (4) participatory action research.

Student Goals

REALM Middle School graduates will have the following qualities:

- A resiliency needed to overcome adversity in their personal and professional lives.
- Academic skills and knowledge needed for success in chosen college or career paths.
- Proficiency in 21st century skills with an emphasis on Information Communications and Technology (ICT).
- A life-long commitment to bettering humanity

II.B. EDUCATIONAL PHILOSOPHY

REALM Middle School is designed to be a project-based, technology-rich learning environment that promotes critical and socially responsive perspectives. This means that students will learn to think about the world as a set of interconnected systems that can be affected through rigorous studies and action. Students will navigate and create complex information networks, virtual worlds, and immersive learning environments by utilizing emerging technologies. Moreover, through culturally relevant instruction and curricula, students will recognize and own their ability to shape our world and to better humanity.

An Educated Person in the 21st Century

The success of a well-prepared college student is built upon a foundation of key cognitive strategies that enable students to learn content from a range of disciplines. Project-based learning allows young people to explore the big ideas embedded in important cross-disciplinary questions while developing 21st century skills.

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

- **Intellectual openness:** The student possesses curiosity and a thirst for deeper understanding, questions the views of others when those views are not logically supported, accepts constructive criticism, and changes personal views if warranted by the evidence.
- **Analysis:** The student identifies and evaluates data, material, and sources for quality of content, validity, credibility, and relevance. The student compares and contrasts sources and findings and generates summaries and explanations of source materials.
- **Inquisitiveness:** The student engages in active inquiry and dialogue about subject matter and research questions and seeks evidence to defend arguments, explanations, or lines of reasoning.
- **Reasoning/Argumentation:** The student constructs well-reasoned arguments or proofs to explain phenomena or issues; utilizes recognized forms of reasoning to construct an argument and defend a point of view or conclusion; accepts critiques of or challenges to assertions; and addresses critiques and challenges by providing a logical explanation or refutation, or by acknowledging the accuracy of the critique or challenge.
- **Interpretation:** The student analyzes competing and conflicting descriptions of an event or issue to determine the strengths and flaws in each description and any commonalities among or distinctions between them; synthesizes the results of an analysis of competing or conflicting descriptions of an event or issue or phenomenon into a coherent explanation.
- **Problem solving:** The student develops and applies multiple strategies to solve routine problems, generate strategies to solve non-routine problems, and applies methods of problem solving to complex problems requiring method-based problem solving.
- **Creativity and Innovation:** The student demonstrates originality and inventiveness in work by developing, implementing and communicating new ideas to others; is open and responsive to new and

diverse perspectives; and acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

- **Critical Thinking:** The student exercises sound reasoning in understanding, making complex choices and decisions, understanding the interconnections among systems, and identifying and asking significant questions that clarify various points of view and lead to better solutions.
- **Collaboration:** The student articulates thoughts and ideas clearly and effectively through speaking and writing, while demonstrating ability to work effectively with diverse teams. The student will also exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal and assume shared responsibility for collaborative work.
- **ICT Literacy (Information, Communications, and Technology):** The student uses digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy; uses technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.
- **Information Literacy:** The student accesses information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand; possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information
- **Media Literacy:** The student understands how media messages are constructed, for what purposes and using which tools, characteristics and conventions; examines how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors; possesses a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

How Learning Best Occurs

We believe that learning best occurs in a small school environment where students have access to a rigorous, standards-based curriculum taught by a top quality teaching faculty, and students are provided the additional support they need to master the curriculum and gain the life skills necessary for success. REALM Middle School will provide a safe, caring, high expectation/high support environment that presents and monitors rigorous academic curriculum. The small school setting allows students, teachers and staff to develop common bonds and positive relationships that are conducive to a highly effective teaching and learning environment. REALM Middle School's personalized approach enables each student to develop his/her individual potential to the fullest in a challenging environment

Moreover, learning is enhanced at REALM Middle School by the integration of state standards into the education program, which is a student-centered, model with an emphasis on projects. Our educational program is based on the research of many educators and policy-makers and the veteran experience of our development team who have worked extensively with similar populations of students in traditional and alternative middle and high school programs in Berkeley and various other communities with similar demographics. The curriculum of project-based learning, immersive technology and community action will prepare students with authentic, "real-world" experiences. The instructional program will continuously be monitored and improved as student needs change with data driving modifications to our instructional practices.

IIc. STUDENTS TO BE SERVED

Revolutionary Education and Learning Movement Charter Middle School is an innovative new learning opportunity in which students, parents, and the community are active participants and dedicated cohorts in the students' education. Revolutionary Education and Learning Movement

Charter Middle School will begin with 200 students, 100 in the 6th grade and 100 in the 7th grade. At its full capacity, REALM Middle School anticipates having 100 students in each grade 6-8, for a total of 300 students.

REALM Middle School will conduct outreach designed to recruit a student body that is representative of the diversity of the surrounding community and the BUSD as a whole. This outreach reflects a provision of law that originally aimed to prevent charter schools from serving as publicly funded enclaves of privilege serving just one ethnicity. Based on attendance from Berkeley High School which serves the entire district, the outreach goal would be to achieve a student population that is roughly 26% African American, 9% Asian American, 14% Latino and 34% White. REALM Middle School will not discriminate against any child on the basis of race, gender, ability, religion, or sexual orientation.

Satisfying another stated aim of charter school law, REALM Middle School will especially seek to serve students who have been academically low-achieving, previously. REALM Middle School is strategically locating itself in order to serve students who have traditionally been underserved and underrepresented in college and other post-secondary opportunities. We anticipate locating near the Willard Middle School and Martin Luther King Middle School attendance areas to offer an educational alternative to this population. To give an idea of the achievement rates of students at these schools, the following student sub-groups are relatively low achieving academically, as demonstrated by the percentage of each sub-group scoring proficient or higher on the California Standards Tests (CSTs):

	English Language Arts				Math			
	Af Am	Latino	Soc Dis	ELL	Af Am	Latino	Soc Dis	ELL
Willard	28%	45%	39%	30%	15%	38%	30%	48%
King	28%	39%	32%	22%	18%	29%	25%	26%

Low achievement of these subgroups is also reflected in Academic Performance Index (API) subgroup scores:

	Subgroup API Scores			
	Af Am	Latino	Soc Dis	ELL
Willard	575	680	647	660
King	632	669	687	660

The school seeks to provide an alternative to attract and serve students who are academically low achieving, and, since academic underachievement is strongly correlated with low family income and with lack of English proficiency, REALM Middle School expects that just over 70% of its students will qualify for free and reduced priced lunches and roughly 20% of its students will be classified as English Language Learners. Despite the challenges that many of our prospective students face, we believe that through a rigorous, standards-based and collaborative instructional program with strong academic and social supports, we can close the achievement gap that plagues the community surrounding the targeted school location.

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

Despite the challenges that many of our prospective students face, we believe that through a rigorous, project-based and technology rich instructional program, we can close the achievement gap that plagues the neighborhoods surrounding the targeted school location and prepare our student population for a demanding post-secondary education. Research reveals that high expectations of students, coupled with effective monitoring and pressure to achieve, in a supportive learning environment are among the most important things that a school can provide its students (see Robert Marzano, *“What Works in Schools”* describing the benefits of a high expectations learning environment and The Gates Foundation, *“High Schools for a New Millennium”* calling for small supportive learning environments to enable students to succeed).

REALM Middle School Enrollment and Faculty Projections					
Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
6	100	100	100	100	100
7	100	100	100	100	100
8		100	100	100	100
TOTAL	100	300	300	300	300
Teaching Staff	9	13	13	13	13

IID. CURRICULUM AND INSTRUCTIONAL DESIGN

Overview

REALM Middle School will offer an intensive college preparatory program integrating academics, technology, research, resiliency, and social action with site-based matriculation. REALM Middle School will increase academic achievement and social responsibility by creating authentic and challenging learning environments based on our four core program elements: (1) project-based learning, (2) immersive technologies, (3) Mindfulness in Education (transformative life skills), and (4) participatory action research. We seek to develop in each student the ability and passion to work wisely and creatively in order to become life-long learners with the skills necessary to contribute to the betterment of humankind. This will be accomplished by immersing our teachers and students in authentic and virtual learning environments that require collaboration, inquiry, critical thinking, ingenuity, imagination, and active problem-solving.

In addition to our four program elements, our program will also use the following core strategies:

- **Rigorous and relevant curriculum** throughout the students’ schedule
- **Personalized learning approach** that focuses on identifying and meeting the individualized needs of every student – through a small school approach, level testing, personal learning plans, a student advisory, and supplemental support.

- **Supplemental educational support** that meets after school, evenings, and/or summer to allow for students on various levels to seek additional understanding and support.
- **Small school environment** with an enrollment for the 6th through 8th grade program at approximately 300 students at full capacity.
- **Student Support Team (SST)** with years of experience in dealing specifically with Berkeley students struggling academically and/or behaviorally as well as disinterested students working below their potential. The SST will focus on “barriers to learning” (e.g., homelessness, employment, substance abuse, pregnancy prevention, courts/probation to name a few).
- **Integrating community-based organizations (local and regional)** that provide mentoring, health/sex education, job training and placement, sports and other after school activities.

Four Core Program Elements

Student-centered teaching and learning is the unifying theme across REALM Middle School’s four core program elements. REALM Middle School educators will begin with where the students are – psycho/socially, behaviorally, and educationally – and move them beyond grade-level state standards by using these research-based, culturally relevant, and rigorous methodologies.

Project Based Learning

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

The roots of Project Based Learning (PBL) lie in this tradition but now also reflect two important developments over the last 25 years. First, there has been a revolution in learning theory. Research in neuroscience and psychology has extended cognitive and behavioral models of learning—which support traditional direct instruction—to show that knowledge, thinking, doing, and the contexts for learning are inextricably tied. We now know that social activity enhances learning: learning outcomes tend to increase when more explicitly situated within the context of culture, community, and past experiences, as in PBL. This is apparent in research on problem-based learning in the medical field, an important forerunner of PBL, and is also now solidly supported in research on brain-based learning, that is, research examining cognitive structures and processes of learning (Brian and Brandt, 1997).

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

In addition to aligning with the above developments in learning theory, PBL also aligns with how the world has changed. Nearly all teachers understand how the industrial culture has shaped the organization and methods of schools in the 19th and 20th centuries, and they recognize that

schools must now adapt to a new century. It is clear that children need both knowledge and skills to succeed. This need is driven not only by workforce demands for high-performance employees who can plan, collaborate, and communicate, but also by the need to help all young people learn civic responsibility and master their new roles as global citizens.

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

PBL engages students as active agents in the learning process and is characterized by recurrent cycles of analysis, synthesis, action and reflection. The topic being studied usually integrates concepts from multiple disciplines or fields of study (Blumenfeld et al., 1991). Group members collaborate with one another to produce a collective outcome over a designated period of time. The core idea of project-based learning is that real world problems capture student interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. PBL is widely believed to be a powerful teaching strategy that promotes self-directed learning. This pedagogical approach is part of a revolutionary paradigm shift from traditional to constructivist approaches of teaching and learning (Katz & Chard, 1989).

REALM Middle School will work with the Buck Institute for Education (BIE) and teachers and students to create strong projects that:

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

- Involve, at times, parents and community members in the educational process, often leading to more support for the school and a better understanding of the needs of students;
- Promote teacher collaboration; and
- Create a high-performance school culture that values both rigor and relevance.

REALM will also work with BIE to develop transitional curriculum to help prepare incoming 6th grade students with the skills to handle a project based curriculum.

STANDARDS-FOCUSED PBL. In standards-based project-based learning, students are pulled through the curriculum by a Driving Question or authentic problem that creates a need to know the material. The Driving Question is tied to content standards, and assessment is explicitly designed to evaluate the students' knowledge of the content. In an era of standards-based accountability, instructional methods must incorporate high standards, rigorous challenges, and valid assessment methods. PBL is an effective vehicle for standards-based instruction and assessment, with many additional advantages described above. REALM Middle School will work with BIE to create a school-wide planning process for standards-focused projects; this process will continue to evolve as the instructional staff observes over time what is most effective with the target student population.

PBL runs the gamut ranging from brief projects of one to two weeks based on a single subject in one classroom to yearlong, interdisciplinary projects that involve community participation and adults outside the school. At REALM Middle School, projects will be phased in over the three years. Initially, students will have experiences with smaller projects and components of projects that develop skills for success in larger projects as they progress through the middle school curriculum. Components of projects that develop skills needed for success in larger projects might include cooperative work, research, analysis and synthesis of information, self-direction, multi-step task completion and so on. Projects will be used to explore more deeply the big ideas embedded in the state standards so that students take away enduring understandings that the school identifies as important. Typically, social studies and science will be the content drivers of projects that may occur solely within those classes or crossing over into two or more content areas, as teachers co-plan. Projects will play a larger role in the curriculum as students move from 6th to 8th grade.

PBL is one of REALM Middle School's strategies for delivering standards-based instruction. PBL, when guided by state standards, deepens students' content knowledge while developing critical thinking and collaboration skills. REALM Middle School teachers will be provided with professional development on how to design a project-based lesson/unit plan. Below are the essential steps in developing a project-based lesson/unit.

Steps in Planning a Project-Based Lesson/Unit
1. Identify key student outcomes and content standards to be addressed.
2. Brainstorm project ideas and technology integration that deal with issues and topics that will motivate thinking and student interest.
3. Decide on a project that targets the outcomes and standards identified and, whenever possible, a community or social issue that could benefit from the

outcome/s.
4. Develop the essential or overarching question for the project.
5. Determine criteria to assess the final project or performance.
6. Develop tools to perform the assessment.
7. Identify key benchmarks in the project where you plan to conduct periodic checks on progress.
8. Outline the project—include a timeline and the activities planned.
9. Identify and agree upon the instructional team’s roles and responsibilities in the project.

RESEARCH BASE FOR PBL. A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects (PBL Research Summary, 2009). The research supports PBL as an especially effective approach with REALM Middle School’s target student population. In a meta-analysis of studies on PBL, PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. More important, there is some evidence that PBL, in comparison to other instructional methods, has value for enhancing the quality of students' learning in subject matter areas, leading to the tentative claim that learning higher-level cognitive skills via PBL is associated with increased capability on the part of students for applying those learnings in novel, problem solving contexts. There is ample evidence that PBL is an effective method for teaching students complex processes such as planning, communicating, problem solving, and decision making, though the studies that demonstrate these findings do not include comparison groups taught by competing methods. Finally, there is some evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts (Thomas, 2000).

Other studies show that PBL can be more effective than traditional instruction in the following ways:

- Increasing academic achievement (Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway, & Clay-Chambers, 2008, Mergendoller, Maxwell and Bellisimo 2007, Hickey, Kindfield, Horwitz and Christie, 1999, Lynch, Kuipers, Pyke and Szesze, 2005, Walker and Leary, 2008)
- Knowledge application (Dochy, Segers, Van den Bossche and Gijbels, 2003, Walker and Leary, 2008)
- Teaching concepts and developing deep understanding of content (Boaler, 1997)
- Preparing students for future learning (Schwartz and Martin, 2004)
- Preparing students to be *better* able to integrate and explain concepts (Capon and Kuhn, 2004)

Studies show project-based learning can also have the following benefits:

- Increasing student motivation, positive attitudes toward subject matter, and engagement in learning (Boaler, 1992)

- Improving students' retention of knowledge over time (Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway and Clay-Chambers, 2008)
- Improving students' mastery of 21st century skills (Cognition and Technology Group at Vanderbilt, 1992, Hmelo, 1998, Gallagher, Stepien and Rosenthal, 1992)
- Especially effective with lower-achieving students (Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway and Clay-Chambers, 2008, Mergendoller, Maxwell and Bellisimo 2007, Hickey, Kindfield, Horwitz and Christie, 1999, Lynch, Kuipers, Pyke and Szesze, 2005)
- Increasing students' achievement on state-administered standardized tests (Geier, Blumenfeld, Marx, Krajcik, Fishman, Soloway and Clay-Chambers, 2008)

Immersive Technologies

Immersive technologies, those that use virtual environments and synthetic world, such as gaming and 3D movies, merge real and virtual worlds and can be used to enhance students' educational experience. Virtual spaces allow students to place themselves in another real, imaginary, ancient or futuristic environment. In preparation for a high school program in which students will design and become fully immersed in intact worlds that contain history, geography, metaphor and story, students will experience immersive technologies primarily as consumers during middle school. Embedding simulations and visualization software into the curriculum provides students with a rich, complex understanding of the material.

In *Situated Language and Learning, A Critique of Traditional Schooling*, James Gee (2004), writes,

Schools must rely on technology-based simulation research to guide how games and other immersive environments are integrated into learning environments in authentic and meaningful ways. Simulations are structured opportunities for learners to engage with artificial worlds for the purpose of making predictions and/or engaging in a consequence-free interaction (p. 147).

Research by the Pew Foundation (2008) found that the vast majority of American youth now play at least one video game, that they engage with others in learning games, and that they encounter ethical and moral dilemmas through games. Integration of academic content into these formats capitalizes on student engagement as well as novel learning opportunities not offered by traditional pen and paper formats.

There is evidence that computer modeling is especially useful for learning complex structures (and is less effective for learning simple facts). Students can use computer modeling to discover how things work. This research reflects the use of simulations as well as making models. These technologies are especially effective at showing students how things work. In science, using technology for visualization of processes not otherwise observable by students has particularly strong results. In the game *Immune Attack*, students participate in the battle between the immune system and the attacking virus, travelling through the body's tissues in an engaging but reality-based simulation. Or, computer software can be used, for example, to model the energy of the Earth and the effects of variables such as temperature and outgoing thermal radiation. The relationships can be shown both through the model and with accompanying formulas (Netherlands Organization for Scientific Research, 2009).

Mindfulness in Education

REALM Middle School believes learning occurs best when students are known, respected, and loved and when they develop resiliency and skills to face life's challenges. Increasingly, students face a multitude of psychological and social issues that prevent them from learning in school at the highest levels. Although it is impossible for a school to address every social issue, it is possible to provide students and their families with the skills necessary to best deal with these challenges in a pro-active and compassionate manner, using effective evidence-based strategies.

One of REALM Middle School's four core program elements is called Mindfulness in Education. Mindfulness is paying attention here and now with kindness and curiosity. Mindfulness reconnects students to their five senses, bringing them into a moment of awareness of themselves and their surroundings. Examples of mindfulness practice include:

- Becoming aware of the breath;
- Feeling the various physical sensations of an emotion;
- Noticing thoughts as they pass through the mind;
- Paying attention to all the sounds in the room;
- Noticing what happens in the body when there is stress;
- Watching the thoughts that arise when there is boredom;
- Feeling the stomach rise and fall with each breath

Mindfulness practices increase concentration, learning, well-being and social emotional growth and catalyze transformative learning by opening the contemplative mind. The capacity for contemplation balances and enriches analytic thought. In addition to enriching the student's experience, mindfulness practices have the added benefit of helping create a school environment conducive to learning, as students are better able to focus and pay attention.

More than two decades of research in adults have demonstrated that practicing mindfulness can decrease stress, depression, anxiety, hostility and associated physical symptoms. Related data demonstrate that reducing children's stress has a positive effect on their physical health, social relations, academic abilities, and, most importantly, their sense of well being. Mindfulness training also develops attention and concentration, social-emotional awareness, body awareness and coordination and interpersonal skills. Research has also shown that a comprehensive multi-modal intervention, including yoga, breathwork, and meditation, can provide a cognitive behavioral roadmap that is effective in the prevention and treatment of mental and emotional disorders among at-risk children and youth. Such interventions are effective in building resiliency, improving relaxation response, and enhancing coping skills under stressful conditions (Kubo and Bose; SYTAR, 2008).

Most of the Mindfulness in Education curriculum will occur through advisory. Teacher hiring will take into account the ability of prospective advisors to implement this program, and advisors will receive training to develop these skills. One strong source for teacher training in this area is the Niroga Institute. Implementation of this programming may be phased in and evolved over the first few years, as the school moves through its list of priorities for teacher training and school programming.

In addition to the resiliency work of Mindfulness in Education, REALM Middle School will also employ an expanded model of Student Support Team (SST) services. This model of student support has been refined over time at Berkeley Technology Academy (BTech) where SST work with students in one-on-one settings and small groups to solve issues related to academic, employment, housing, transportation, counseling, probation, health, and overall well-being. In combining these services, we believe students will have the support necessary to deal with a rigorous curriculum, to transition to adulthood, and to become contributing members of society.

Participatory Action Research (Bettering our communities through action)

Learning must serve a purpose. From reluctant learners to the gifted and talented, students need a tangible reason for their learning—“Why are we studying this?” With the aim of making learning relevant and purposeful for students, REALM Middle School will offer students opportunities to change their communities and the world through the introductory use of Participatory Action Research (PAR), tailored to the middle school age group. PAR is an empirical research methodology in which those who are directly impacted by a problem are engaged as co-researchers in the process of researching the problem. It is a “systematic inquiry... for purposes of education and taking action or effecting social change” (Minkler, 2000, p. 192). Drawing on Friere’s (1973) notions of critical consciousness and liberatory education, PAR is also a pedagogical tool. It is designed to help local participants identify and confront “the situations which limit them” (Freire, 1970, p. 99). It stresses the importance of socially marginalized peoples interrogating and intervening into the conditions of their lives for the purposes of social justice and personal transformation. Thus, research projects typically focus on dimensions of social and/or educational inequity (Fine, Roberts, & Torre, 2004; McIntyre, 2000; Rodriguez & Brown, 2008).

In PAR,

1. Local knowledge is valued based on the belief that informants hold unique and essential expertise regarding the challenges they face.
2. Research is directly relevant to local informants’ needs and experiences and is designed to enhance critical thinking and knowledge-building.
3. Proposing and/or implementing intervention(s) is part of the research process.
4. Local informants (e.g. marginalized youth) are actively engaged in all stages of research. This includes defining issues, designing the project, creating and implementing data collection instruments (e.g. questionnaires, interviews, etc), analyzing data, and implementing interventions.

At REALM Middle School, students will engage in PAR through experiences in social studies and advisory. They will research an issue that affects them or their communities and propose and/or implement an intervention. As they define issues, collect and analyze data and implement interventions, they will learn with a purpose and develop skills helpful to both traditional and non-traditional formats. These may include research papers, portfolios, exhibits, presentations, and multimedia projects.

Curriculum

REALM Middle School’s curriculum will be demanding, coherent, and project-based with state standards embedded. Our goal is for all students to succeed in classes that challenge and prepare

them for university work. The REALM Middle School curricula will consist of the following fundamental components:

- Passage of Algebra I by grade 8 (a supplemental math support class and other interventions will help lower skilled students catch up and keep pace with the curriculum, though students entering the school late or with exceptional challenges may need additional time and/or supports)
- Only one track at REALM Middle School—a college preparatory curriculum that all students will be expected to achieve,
- Project-based experiences that support mastery of subject matter required at each grade level
- Meaningful homework every night

To give a sense of the anticipated curriculum, in Year One, REALM anticipates placing students into the following classes, though the exact combination may evolve with time and may vary according to student needs and other factors influencing scheduling and student placement:

Grade 6
English
Math
Science
Social Studies
Art
PE
Two options (1/2 period each): <ul style="list-style-type: none"> • Math Support • English Support • English Language Development • Elective choices

REALM Middle School students will take the required state standardized tests, namely, STAR, tests and the California Physical Fitness Test. REALM Middle School’s curricula will be carefully planned to align with the state standards in each of our core areas of English/language arts, math, science, history/social science for grades 6 through 8. REALM Middle School curriculum will be planned coherently across and within the grade levels so that content standards will be delivered more effectively. REALM Middle School’s director will monitor this aspect of instruction carefully, incorporating successful implementation into each teacher’s performance evaluation.

Project-based learning will be an important instructional strategy at REALM Middle School, but not the only one. Some content is more effectively delivered using other methods, including many reading, writing, and numerical skills. The content area sections below describe this, including the role of Lucy Calkins’ Reader’s and Writer’s Workshop in the English curriculum. Moreover, traditional instructional methods may be used in any of the subject areas to accomplish a number of purposes, i.e., test-prep, variation of instructional methods to suit

different types of learners, coverage of foundational/background information, study skills, to name a few.

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

Core Curriculum Materials

In its first year, REALM Middle School anticipates using a combination of textbooks and non-textbook based resources, supplemented by project-based curriculum. Specifically, REALM Middle School is currently considering using the following textbooks and core English program:

- *Connected Mathematics Program* developed at Michigan State University
- FOSS Science developed at the Lawrence Hall of Science, *Write Source* materials by Houghton Mifflin, a rich selection of literature, instructional guides to support teachers in constructing and implementing curriculum include *Conferring with Readers: Supporting Each Student's Growth and Independence* by Gravity Goldberg and Jennifer Serravall, and *In the Middle* by Nancie Atwell)
- California History Social Science Course Models, *History Alive!* and *Econ Alive!* with supplemental resources from *Choices* and *Facing History, Facing Ourselves*;

English

REALM Middle School's English curriculum will be based on California content standards and will emphasize the development of skills and strategies students need to be competent readers, writers and speakers for college level work. REALM Middle School will use a workshop format to develop students' skills in these areas, following Lucy Calkins' Reading and Writing Workshop, tailored to the middle school level. As appropriate, instructional strategies may also include direct skills instruction and application in projects. The school's primary instructional strategies are largely not textbook-based, though teachers may draw on textbooks as a resource.

Reading and Writing Workshop is a strong vehicle for English instruction for the target student population. Even by middle school, many students have disengaged from reading and writing because of disconnect with the curriculum. Reading Workshop places a premium on connecting students with books they love, by helping them find topics, genres and authors they like and by having them read at their just-right reading level, not a level that is frustratingly easy or hard. Writing Workshop emphasizes writing for a purpose and finding voice as authors. These formats are highly engaging to students and offer the personalization needed to help students progress faster than they would in a homogenous curriculum.

In Reading and Writing Workshop, students truly "learn by doing." Students build individual identities as readers by reading complete books they have chosen for their own purposes, with guidance from teachers. They engage with text for the same purposes proficient adult readers do: first for enjoyment and vicarious experiences, later to find themselves and understand issues,

and finally for the aesthetic appreciation of literary works. Rather than completing worksheets and textbook-based activities, they do the same work adults do in academic settings or book clubs: they work in community to think and talk and grow ideas about the texts. Similarly, instead of responding to teacher prompts or completing grammar workbooks to show they've mastered grammar and mechanics on grade level, students do the work "real" writers do: gathering ideas, planning, drafting, revising, editing, and publishing for real audiences on topics that matter to them. During the stages of this work, students receive mini-lessons on writing strategies, including English Language Conventions, sentence structure, and other writing strategies. All of the grade level content standards are addressed in the context of this authentic writing.

In Reading and Writing Workshop, critical thinking is a part of the daily routine. Students problem-solve as they work their way through texts alone or with peers and as they seek to develop and communicate their ideas in writing. Through full-class demonstrations, targeted partner work, small group strategy sessions, and one-on-one conferences with the teacher, students are constantly asked to dig deeper as readers, writers, and thinkers and are coached in how to do so.

Reading Workshop includes several components, including independent reading, read aloud, and small group instruction. Each session begins with a mini-lesson, one in a series of short, teacher-led demonstrations of strategies that will help students grow as readers. When students first start Reading Workshop, lessons might focus on how to find a book that is both engaging and of the appropriate level. Topics will evolve to cover literary comprehension, analysis and response and more. Independent reading ends with a short share session, during which students discuss their reading with a partner or, sometimes, the full class, while the teacher coaches. In small group instruction, the teacher gathers students of similar ability to work with text that presents a gentle challenge. The teacher introduces the text, observes and coaches students as they work with the text, and then shares a strategy lesson appropriate for this particular group of students.

Reading Workshop teachers expose students to texts of various genres. At least once a day, teachers facilitate discussion, either in partners or in the larger group. This discussion period is used to teach the "curriculum of talk," in which students learn to form and articulate thoughts and grow ideas together. Teachers use this time to coach toward strong thinking and communication skills that can then be transferred to critical and analytical writing.

The structure of Writing Workshop is similar to that of Reading Workshop. Daily activities include a mini-lesson, independent writing time with teacher conferring, and share time. Teachers also call together groups of students with similar needs for strategy sessions. Through this structure, teachers coach students as they search their lives and their worlds for topics that matter, develop ideas in writer's notebooks, rehearse, draft, revise, edit, and publish.

Each day of Writing Workshop begins with a five- to fifteen-minute mini lesson targeted to the general needs of the class. Mini lessons occur in series within a unit of study and address procedures of the workshop, the writing process, matters of writing craft, or writing conventions. These lessons follow a specific architecture, starting with connection to the work in which the class is engaged, presenting a teaching point verbally and conducting a demonstration or showing a model, offering an opportunity for active engagement, and linking to ongoing work.

Students then work independently on self-selected projects while the teacher offers one-on-one coaching in conferences. In these conferences students learn to discuss their writing work and receive help specific to their individual writing challenges. At the end of the session, students share with partners or with the full group and plan their work for the next day.

Ongoing assessment is an important part of Reading and Writing Workshop, as the method is highly responsive to students' individual needs. Because students do authentic work in Reading and Writing Workshop, opportunities for both formal and informal authentic assessment present themselves daily. Furthermore, students constantly self-assess, taking responsibility for their own progress and helping to set personal learning goals. Even formal assessment is based on authentic activities; reading, discussing, and writing about books and work on writing projects completed over time on topics children care about.

REALM Middle School will give a quarterly reading diagnostic as well as conduct a writing interview evaluated with a rubric at the beginning of the year. Throughout the year, teachers will conduct 10-minute assessments of each student's reading to monitor student progress. REALM Middle School students will also be trained to do reading and writing self-assessments, reflecting upon their identities as readers, their progress and their new learning goals. Informal assessment on these components will occur daily as teachers observe students reading and interact with them in small-group strategy sessions and one-on-one conferences. REALM Middle School rubrics will always reflect high standards for content, style, and conventions in writing. Students' growth in writing over time will be documented in student writing portfolios, which again should show improvement in content, style, and conventions as well as mastery of an increasing number strategies and genres.

The Reading and Writing Workshop structure demands a classroom of a particular design stocked with the necessary materials. Accordingly, REALM Middle School's English classrooms will be designed for comfort, efficiency, and maximum student independence. Each classroom will include a central area for mini-lessons, discussions, and share sessions. Classrooms will also provide convenient areas for a teacher to pull students to work in small-group strategy sessions.

REALM Middle School is prepared to invest in high-quality classroom library collections with hundreds of books of various levels, genres, and topics appropriate for adolescents. A portion of each library will be organized by reading level so that students can easily identify books that pose an appropriate challenge. Other books will be organized by author, genre, or topic.

The Reading and Writing Workshop model addresses all four of the criteria for an effective reading program identified by Richard Allington when he reviewed fifty years of reading research. First, students spend extensive time in and out of school actually reading each day (not talking about reading or answering questions about reading). This is a benefit of using an unlimited number of trade books as opposed to expecting a single anthology to constitute an entire school year's reading material. Second, students work with text at the level appropriate to their individual skills, another benefit of abandoning a common textbook for a diverse classroom library collection. Next, students develop fluency through guided reading and strategy sessions.

Finally, the development of what Allington terms “thoughtful literacy” is the primary focus of the Reading Workshop.

The workshop format and the selected curriculum allow for ongoing integration with learning in other disciplines, both of content and of learning and thinking strategies. In the course of a school year, students engaged in Reading and Writing Workshop undertake units of study covering a range of genres, such as contemporary and historical fiction, informational text, and poetry. Because reading material and writing topics are chosen by students and teachers themes from other content areas are easily incorporated. Furthermore, the reading, writing, thinking, talking, and listening strategies explicitly taught and constantly practiced in Reading and Writing Workshop are transferable to any subject area and are used by students across the curriculum.

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

Mathematics

REALM Middle School’s mathematics curriculum will be based on California content standards using a research-based curriculum. The Middle School anticipates using the *Connected Mathematics Program* (CMP). CMP helps students and teachers develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics. CMP helps students reason and communicate proficiently in mathematics, with knowledge of and skill in the use of the vocabulary, forms of representation, materials, tools, techniques, and intellectual methods of the discipline of mathematics, including the ability to define and solve problems with reason, insight, inventiveness and proficiency.

CMP uses a problem-centered curriculum. Students' perceptions about a discipline come from the tasks or problems with which they are asked to engage. For example, if students in a geometry course are asked to memorize definitions, they think geometry is about memorizing definitions. If students spend a majority of their mathematics time practicing paper-and-pencil computations, they come to believe that mathematics is about calculating answers to arithmetic problems as quickly as possible. They may become faster at performing specific types of computations, but they may not be able to apply these skills to other situations or to recognize problems that call for these skills. Formal mathematics begins with undefined terms, axioms, and definitions and deduces important conclusions logically from those starting points. However, mathematics is produced and used in a much more complex combination of exploration, experience-based intuition, and reflection. If the purpose of studying mathematics is to be able to solve a variety of problems, then students need to spend significant portions of their mathematics time solving problems that require thinking, planning, reasoning, computing, and evaluating.

A growing body of evidence from the cognitive sciences supports the theory that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practices that method on similar problems.

A problem-centered curriculum not only helps students to make sense of the mathematics, it also helps them to process the mathematics in a retrievable way. Teachers of CMP report that students in succeeding grades remember and refer to a concept, technique, or problem-solving strategy by the name of the problem in which they encountered the ideas. For example, the Basketball Problem from *What Do You Expect?* in Grade Seven becomes a trigger for remembering the processes of finding compound probabilities and expected values.

Results from the cognitive sciences also suggest that learning is enhanced if it is connected to prior knowledge and is more likely to be retained and applied to future learning. Critically examining, refining, and extending conjectures and strategies are also important aspects of becoming reflective learners.

In CMP, important mathematical ideas are embedded in the context of interesting problems. As students explore a series of connected problems, they develop understanding of the embedded ideas and, with the aid of the teacher, abstract powerful mathematical ideas, problem-solving strategies, and ways of thinking. They learn mathematics and learn how to learn mathematics.

Problem-centered teaching opens the mathematics classroom to exploring, conjecturing, reasoning, and communicating. The *Connected Mathematics* teacher materials are organized around an instructional model that supports this kind of teaching. This model is very different from the "transmission" model in which teachers tell students facts and demonstrate procedures and then students memorize the facts and practice the procedures. The CMP model looks at instruction in three phases: launching, exploring, and summarizing. The following text describes the three instructional phases and provides the general kinds of questions that are asked. Specific notes and questions for each problem are provided in the Teacher's Guides.

In the first phase (Launch), the teacher launches the problem with the whole class. This involves helping students understand the problem setting, the mathematical context, and the challenge. In the launch phase, the teacher introduces new ideas, clarifies definitions, reviews old concepts, and connects the problem to past experiences of the students. It is critical that, while giving students a clear picture of what is expected, the teacher leaves the potential of the task intact. He or she must be careful to not tell too much and consequently lower the challenge of the task to something routine, or to cut off the rich array of strategies that may evolve from a more open launch of the problem.

In the second phase (Explore), students may work individually, in pairs, in small groups, or occasionally as a whole class to solve the problem during the explore phase. As students work,

they gather data, share ideas, look for patterns, make conjectures, and develop problem-solving strategies. Naturally, students vary in their progress at this stage, and the teacher moves about the classroom, observing individual performance and encouraging on-task behavior. The teacher helps students persevere in their work by asking appropriate questions and providing confirmation and redirection where needed. For students who are interested in and capable of deeper investigation, the teacher may provide extra questions related to the problem. These questions are called Going Further and are provided in the explore discussion in the Teacher's Guide. Suggestions for helping students who may be struggling are also provided in the Teacher's Guide. The explore part of the instruction is an appropriate place to attend to *differentiated learning*.

It is during the third phase (Summary) that the teacher guides the students to reach the mathematical goals of the problem and to connect their new understanding to prior mathematical goals and problems in the unit. The summarize phase of instruction begins when most students have gathered sufficient data or made sufficient progress toward solving the problem. In this phase, students present and discuss their solutions as well as the strategies they used to approach the problem, organize the data, and find the solution. During the discussion, the teacher helps students enhance their conceptual understanding of the mathematics in the problem and guides them in refining their strategies into efficient, effective, generalizable problem-solving techniques or algorithms.

Although the summary discussion is led by the teacher, students play a significant role. Ideally, they should pose conjectures, question each other, offer alternatives, provide reasons, refine their strategies and conjectures, and make connections. As a result of the discussion, students should become more skillful at using the ideas and techniques that come out of the experience with the problem.

If it is appropriate, the summary can end by posing a problem or two that checks students' understanding of the mathematical goal(s) that have been developed at this point in time. Check For Understanding questions occur occasionally in the summary in the Teacher's Guide. These questions help the teacher to assess the degree to which students are developing their mathematical knowledge. The following questions can help the teacher prepare for the summary:

A growing body of research and evaluation reports (2006 Evaluation Booklet, New Studies, CMP Literature Review 2008) indicates that CMP outperforms non-CMP curricula on tests of problem-solving ability, equals or outperforms non-CMP curricula on skills tests, and promotes long term retention.

History/Social Science

Social studies instruction will be based on California content standards and will embed content knowledge in active learning that promotes thinking skills used by practitioners of social science disciplines. The social studies program emphasizes the History and Social Sciences Analysis Skills in the California content standards for grades 6-8. The main goals of the social studies program overall are to help students to build common base of essential knowledge, strengthen academic skills – especially skills pertinent to social science disciplines, enhance appreciation of

the human experience, and foster critical thinking. Ideally REALM students will develop improved abilities to identify and assess the ‘how and why’ of our world and the human condition. The social studies curriculum is designed with both a whole 6-12 humanities arc in mind. The curriculum explores key historical developments, but with emphasis upon a shared set of analytical skills, the History and Social Sciences Analysis Skills in the California content standards, which are employed at each level with increasing complexity and sophistication.

Active learning activities will emphasize projects and may also include simulations, debates, speeches, research papers and other written assignments. REALM Middle School will identify key content standards taught for mastery through deeper exploration. REALM Middle School anticipates using the *History Alive!* textbooks from the Teachers Curriculum Institute, which align well with the school’s instructional philosophy. TCI lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. TCI is distinctive in its emphasis on multiple ways of knowing and also supports English/language arts integration, student engagement, differentiation for student needs and varied assessment modes. REALM Middle School may draw on the California History Social Science Course Models (<http://www.history.ctaponline.org/>) and other resources in lieu of textbook material. The Course Models may also form much of the basis for World History in grade 10. These units are comprehensive of the standards, provide rich learning activities that are well-aligned with REALM’s instructional philosophy, and provide several strong authentic assessments embedded in every unit.

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

Science

REALM Middle School’s science curriculum will be based on California content standards and will emphasize development of the Investigation and Experimentation skills that straddle the California content standards in science. The curriculum will use hands-on activities and experimentation to deepen conceptual understanding and facility with scientific methods. The scientific thinking process may be seen as a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing, acting), comparing (pairing, making one-to-one correspondence), organizing (grouping, serializing, sequencing), relating (cause and effect, classification), inferring (using superordinate/subordinate classification and if/then reasoning, developing scientific laws) and applying (developing strategic plans, inventing).

REALM Middle School anticipates using FOSS materials, a research-based science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. FOSS reflects ongoing research dedicated to improving the learning and teaching of science and is guided by advances in the understanding of how students think and learn.

Science is an active enterprise, made active by our human capacity to think. Scientific knowledge advances when scientists observe objects and events, think about how they relate to what is known, test their ideas in logical ways, and generate explanations that integrate the new information into the established order. Thus the scientific enterprise is both what we know (content) and how we come to know it (process). The best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analyses. The FOSS program was created to engage students in these processes as they explore the natural world.

FOSS for Middle School consists of nine courses (one still in development) for students and their teachers in departmental science grades 6–8. Each course is an in-depth unit requiring 9–12 weeks to teach. The Middle School program includes the following five interconnected components teacher guides, equipment kits, lab notebooks and resources books, a CD-ROM, the FOSS Assessment System and FOSSweb.com for additional supports.

Physical Education

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

Spanish

REALM Middle School's foreign language program focuses on developing communicative ability in Spanish, incorporating the elements of speaking, reading, writing, listening, and culture. Acquiring verbal fluency and a working vocabulary receive high priority. An emphasis on grammar clarifies communicative intent. Activities engage students' interest and encourage lively discussion. Students will likely have the option to take Spanish during the middle school grades, though they may be assigned to math support, English Language Development, English support or other electives instead.

Arts

REALM Middle School will offer arts programming to students in middle school through a combination of core art classes and elective offerings. The range of arts electives available will

depend on funding constraints, the availability of outside resources and so on. REALM Middle School intends to prioritize arts electives that align with its focus on design, practical application and as a medium for communication, especially via specialized visual arts media. Arts in Action will use the California Visual & Performing Arts (VAPA) Framework to guide planning, delivering, and assessing arts education (though arts electives will not necessarily be comprehensive of this framework). The Framework addresses five strands for arts programming:

- artistic perception
- creative expression
- historical and cultural context
- aesthetic valuing
- connections, relationships and applications

The arts curriculum will provide students with artistic avenues for creative self-expression and to channel emotions into creative forms, with the objective of instilling in students a lifelong interest in the arts as well as tolerance and respect for diversity. Activities will further students' understanding of artistic elements and principles of visual design and critical thinking skills, artistic skill and style. The programs to be used and the extent which the activities described in the sections below are implemented depends on the school's arts education partnerships and available funding.

Attendance Age

REALM Middle School seeks to serve students who are not being well served by other educational options. Consequently, we will actively seek to serve students who have dropped out of the traditional public education system.

II.E. PLAN FOR STUDENTS THAT ARE ACADEMICALLY LOW ACHIEVING

REALM Middle School will take a systematic approach to closing the achievement gap by allocating multiple resources and interventions towards academically low-performing students. We will identify students who are performing below grade level through the results of the state STAR assessments, of diagnostic assessments administered by the school and from classroom assessments and assignments. Staff will use a process to identify students who are struggling to stay at grade level throughout the year.

All new students entering REALM Middle School will be assessed in the areas of English/language arts and math and an individual evaluation will be completed for each student to assess academic strengths and weaknesses. This initial student assessment process will allow REALM Middle School staff to identify the learning needs of each student, including those with special needs. Each student, parent, and advisor will meet to discuss and plan how each student's needs will be addressed. Academically low-achieving students will be monitored with quarterly benchmarks to determine the student's progress. Results and potential interventions will be discussed with parents, students, and teachers at that time.

Students who are identified as low-achieving will have a support plan designed to help them keep pace with class work as well as for remedial skill building, for example, for those students reading far below grade level who need more specialized instruction to catch up. Each student's plan will include some combination of the following interventions and supports listed below.

Services for academically low-achieving students will begin with an assessment of student abilities and needs. Depending on identified needs, students will receive one or more of the following interventions:

- 1) Instructional modification: Instructional activities and materials may be modified to accommodate different learning styles and needs, such as provision of accessible text.
- 2) Support classes: REALM Middle School's proposed schedule includes a second half-period in math and in English. In this schedule, the Math Support section will be taught by the student's regular math teacher, for a seamless integration of core and supplemental instruction, to help students keep pace with courses and to remediate as appropriate. To the extent feasible, the English Support section will group students by need, so that students have access to specialized reading and writing instruction, development of academic vocabulary to support core class work, and so on, with an emphasis on planning in collaboration with students' core class teachers.
- 3) Tutoring: Students needing additional assistance in particular subjects or skill areas will have access to extra help before, during or after school from peers, staff, and/or volunteer tutors. REALM Middle School anticipates offering tutoring and/or mentoring with UC Berkeley and Berkeley City College student volunteers and retired teachers, with the aim of increasing students' academic success and their interest in and ability to attend college.
- 4) Computer-based interventions: REALM Middle School intends to make use of continually improving academic intervention software for skill remediation and/or for support with core class work.
- 5) If a student is still not achieving at grade-level standards despite consistent participation in the above interventions, a Student Success Team meeting will be conducted with a student's parent/guardian and school. More information about the Student Success Team can be found in the following section on Special Education Students.
- 6) REALM Middle School may develop additional group intervention classes either during, before, or after school depending on student needs and staff availability and scheduling demands. For example, if a substantial number of students need a particular type of support, the school will offer extra math tutorial sessions in our after-school program.

In addition, to support students in dealing with personal issues that may be impeding academic success, REALM Middle School will work with community-based providers of mental health prevention and intervention services to work with our kids on campus during out of school time. Many of our kids have negative experiences with court-mandated counseling, so we will be looking to find providers that are perceived by the students as being independent of the judicial and social welfare systems. Due to budgetary constraints, we may only be able to serve only kids who are full-scope Medi-Cal eligible, so providers can be reimbursed through EPSDT funds. We anticipate being able to serve 20-30 students per year through this avenue, and will continue to seek providers and funding that can serve students who are in need but not Medi-Cal eligible.

II.F. PLAN FOR STUDENTS THAT ARE ACADEMICALLY HIGH ACHIEVING

Some students will enter the school better prepared or be naturally endowed to learn at a faster pace than the majority of their classmates. Students who are identified as high achievers through classroom report card grades, placement test results, and teacher recommendations will have the opportunity to do more advanced work and to excel at their individual rates. They will be given multiple opportunities that provide intellectual enrichment and enable them to contribute positively to the school community. Projects, in particular, offer an excellent vehicle for differentiation because high achieving students can take their projects to more advanced levels. Specifically, high achieving students may be offered such programs as:

- An honors strand within designated classes, with supplemental advanced challenges for students following the honors strand, or as separate honors classes
- Advanced classes offered during or outside school hours.
- Special projects and assignments.
- Independent study projects
- Online courses
- Concurrent classes at the community college

Since REALM Middle School has the responsibility of assuring that each student has a rigorous educational experience, teachers provide appropriate challenges for academically high achieving students. In addition, students working at different paces will sometimes be paired so that students excelling in a particular subject will help students struggling with the material. Research shows that people deepen understanding through the process of teaching others.

II.G. PLAN FOR ENGLISH LEARNERS

Identification of ELL Students

English Language Learners (ELL) will have full access to REALM Middle School's educational program and will be supported to achieve English language proficiency. To identify ELLs, REALM Middle School will administer the home language survey to all students as they enroll. All students whose home language survey indicates a language other than English will be assessed using the California English Language Development Test (CELDT) to determine their English language proficiency level. Students observed to have very low English proficiency may also be administered a primary language assessment in their non-English language to identify their academic levels irrespective of English proficiency.

The CELDT will be administered annually to ELL students. In accordance with the process established by the California Department of Education, the REALM Middle School will use annual CELDT and CST data, teacher observations and optional parent input to identify English Language Learners (ELL), determine their English Language Development (ELD) levels and reclassify ELL students as English proficient when appropriate. Once an English Learner is identified, a conference will be scheduled with the parent to outline the instructional program, the teacher's role in its implementation, and the teachers', parents' and school's role in providing support. REALM Middle School will use annual CELDT data, teacher observations, and STAR test data to identify ELL student needs and reclassify English Language Learners students as English proficient when appropriate. Once an ELL student is reclassified, REALM Middle School will continue to monitor the student's performance in English for at least two years.

The ELL Program

REALM Middle School will provide a quality ELL program that enables ELL students to attain English proficiency, to achieve in all academic subject areas, and to have full access to the range of educational opportunities that REALM Middle School provides. To help students understand content being taught, teachers will use support strategies such as providing instructional material at or near students' reading levels in their native language and/or in English, explicitly teaching academic vocabulary, and using appropriate instructional strategies such as SDAIE (Specially Designed Academic Instruction in English) methods. These include strategies for scaffolding, schema building, text representation, etc. (e.g., using clear, slow speech and simpler vocabulary to explain grade level content, visual and kinesthetic instructional modes, graphic organizers, etc.). Tutoring and homework help will give ELL students additional support to keep pace. Teachers will participate in professional development to develop the skills needed to effectively serve ELL students.

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

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

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

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

REALM Middle School will make teachers aware that raising ELL students' rate of English acquisition and overall academic performance is not only a moral imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Instructional staff will monitor progress of ELLs throughout the year to ensure that students are on track for meeting growth goals. REALM Middle School will comply with all applicable laws with respect to English Language Learner (ELL) students, including those pertaining to identification, provision of services, assessment and reclassification.

III. PLAN FOR SPECIAL EDUCATION

The developers of Revolutionary Education and Learning Movement Charter High School understand that the school will have the obligation to serve students with exceptional needs and that the school, pursuant to applicable state and federal law, must ensure that all of its students have access to a free and appropriate public education. Under these laws, the school has various options on how to deliver special education and related services either as (1) arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA.

During its first year of operations, REALM Middle School intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year during which the school operates as an arm of the BUSD for special education purposes, REALM Middle School understands that it is required to contribute an equitable share of its charter block grant funding to support district-wide special education instruction and service costs, including charter schools' costs. Pursuant to Education Code Section 47646(b), BUSD shall provide REALM Middle School with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education

Provision of Services. REALM Middle School and BUSD shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. REALM Middle School shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, the school anticipates that during its first year of operation, most special education services would be provided by district staff. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding and services provided under the terms of Education Code section 47646(b).

Child Find. REALM Middle School anticipates that a number of our students will enter school with an IEP or with unidentified learning disabilities that may require testing and possible services. REALM Middle School will work proactively and cooperatively with families, the teaching staff, and the BUSD to identify students with exceptional needs. REALM Middle School plans to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. REALM Middle School will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its students reside. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Admissions and enrollment practices that, using non-discriminatory methods, identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Seeking to develop relationships with all local feeder education agencies to request and obtain cumulative files and other documents in a timely fashion;

- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and
- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and in need of additional support or services.

Student Success Team. REALM Middle School also plans to implement a “student success team” (SST) model to the maximum extent feasible to attempt to meet all student needs within the regular instructional setting prior to referral for formal assessment for special education purposes. Such teams will typically consist of the student’s teacher(s), student support staff, a school administrator, the student’s parent/guardian, and other relevant professionals. The team will oversee development of plans to meet students’ needs, if possible, without referral to assessment for special education needs. The team will monitor students’ progress and revise intervention plans as necessary.

Referral and Assessment. In the event that formal interventions provided through the SST are not successful and there is reason to believe that special education needs could be involved, REALM Middle School will seek to secure a formal and appropriate assessment conducted by qualified staff. The school initially anticipates that these assessments would be conducted by the psychological services staff that performs such services for the BUSD. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, REALM Middle School anticipates working with appropriate BUSD staff to convene and conduct an individualized educational plan (IEP) team meeting and implement appropriate services/accommodations.

Individualized Education Plans and Service Delivery. REALM Middle School will participate actively and as appropriate in planning and conducting the IEP team meetings and processes. The school would commit to implementing all special education and related services called for by the IEP in partnership with BUSD and/or SELPA. REALM Middle School understands that student progress toward the goals specified in the IEP will be monitored regularly, reviewed annually, and formally reevaluated triennially. Resource specialists will help REALM Middle School teachers individualize their classroom teaching and provide appropriate accommodations and/or modifications to ensure that the needs of all special education students are being met.

Due Process. In the event of a due process claim to enforce provisions of applicable special education law, REALM Middle School is committed to working in cooperation with BUSD to the maximum extent permitted under law to respond to and defend the school and the district in the process.

Section 504 Special Needs

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

Right to Pursue LEA Status. As noted above, REALM Middle School initially anticipates functioning as an arm of the district for purposes of special education. REALM Middle School shall also retain the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the BUSD shall not hinder or otherwise impede REALM Middle School's efforts to do so. In the event that the school opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the BUSD for special education purposes as required by Education Code Section 47641(b), and shall continue to receive funding and services pursuant to the terms of this section and any related annual agreements.

III. TEACHER QUALITY

Recruitment, Hiring, and Retention of Highly Qualified Teachers

High student achievement is a direct function of teacher quality. REALM Middle School will use multiple strategies to attract and keep highly qualified teachers with subject area knowledge that is likely to enable high achievement for all students. Teacher job descriptions will identify desired skills that reflect the school's educational approaches and an ability to serve all students effectively. The school's development team will spread the word among its network of California-certified teachers to publicize positions. In addition, notices will be placed on education list-serves, websites, and teacher education programs, and education publications.

In hiring, the school will evaluate how well candidates' educational philosophy and skills align with REALM Middle School's instructional approach. Applicants will complete and submit documents allowing the school's leadership team to evaluate the match between the school's needs and the candidates' professional capabilities as well as basic qualifications. Ideal candidates will demonstrate strong content area knowledge, familiarity with effective content area instructional methods, experience with project-based learning, with experience integrating technology preferred. Ideal candidates will also have experience differentiating instruction to meet the needs of all students and using formative and summative assessment tools to inform instruction, and will understand the context of the school's progress in meeting its Academic Performance Index (API) and Annual Yearly Progress (AYP) growth goals. Where feasible, candidates will participate in an interview and demonstrate their teaching skills through in-class-observation or submission of a video or written response. Teachers, parents, and school leadership will participate in the hiring process, which will be finalized by the school's principal.

REALM Middle School will attract and retain teachers by offering an appropriate compensation package, and by creating and maintaining an attractive work environment. This includes involving teachers in decision-making and providing regular opportunities to collaborate with colleagues and to participate in professional development that meets their needs. REALM Middle School will attract teachers who are excited about the school's mission and vision. School leadership will strive to maintain respect and professionalism in the workplace.

Teacher Professional Development and Ongoing Instructional Improvement

Teacher professional development will support development of instructional practices valued by the school and how to support the needs of all students. Professional development will also strive to meet teachers' individual needs, which tend to vary widely at the secondary level.

Effective practices that support the success of students with special needs, such as special education students, English Language Learners and academically high and low achieving students. Teacher collaboration and professional development will begin each summer prior to the start of school and continue throughout the school year.

Given REALM Middle School's emphasis on project-based learning, teacher professional development will include collaboration with the Buck Institute for Education (BIE), a nonprofit research and development organization working to make schools and classrooms more effective through the use of problem and project based learning. BIE creates curriculum and training materials, provides professional development, and conducts and disseminates research. BIE conducts many projects in partnership with other organizations including West Ed, the National High School Alliance, the Johnson Foundation and the George Lucas Educational Foundation. BIE will conduct professional development workshops for REALM Middle School teachers and other educators connected to the school. These workshops prepare our team to design, conduct and assess standards-focused PBL. Starting with a proven training agenda, they will customize the workshops to meet the specific needs of REALM Middle School teachers, students, and the community.

In addition to teacher/staff professional development supporting high quality standards-based projects, professional development may also focus on other approaches to:

- Conduct Lucy Calkins' Reading and Writing Workshop
- Engage in Lesson Study/Collaborative Coaching and Learning (CCL)
- Overcome the dichotomy between knowledge and thinking, helping students to both "know" and "do;"
- Support students in learning and practicing skills in problem solving, communication, and self-management;
- Encourage the development of habits of mind associated with lifelong learning, civic responsibility, and personal or career success;
- Integrate curriculum areas, thematic instruction, and community issues;
- Assess performance on content and skills using criteria similar to those in the work world, thus encouraging accountability, goal setting, and improved performance;
- Create positive communication and collaborative relationships among diverse groups of students;
- Meet the needs of learners with varying skill levels and learning styles;
- Engage and motivate bored or indifferent students; and
- Support the school's efforts to address issues affecting students, such as trauma and substance abuse in school settings and in the community.

II.J. PARENT INVOLVEMENT

Parent Communication

Parental involvement will be encouraged throughout the school. REALM Middle School will communicate with parents about student progress on an ongoing basis as parents interact with teachers, counselors and administrators informally and by request. Additionally, the school will

issue report cards and progress reports during the school year and will send annual reports to stakeholders. REALM Middle School will develop policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention.

Parent Involvement

REALM is being developed with a high level of participation by parents seeking an alternative for their children. Drafts of the charter and major changes are run by the founding parents for input. Four sets of parents have hosted informational meetings for other parents about the proposed school in their homes. Parents will continue to be involved in the implementation and decision making of the school through participation on the governing board and on school committees. Parents will be encouraged to connect the school to community resources that can support the work of the school. REALM will also connect with parents through services that bring them to campus and have a benefit for them, such as a health fair with MediCal sign-ups and parenting workshops on substance abuse prevention, effective communication with adolescents, nutrition education, special education workshops that teach student support strategies and put specialized education jargon into lay terms, and so on.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

III.A. MEASURABLE STUDENT OUTCOMES

Pupil Outcome Goals

REALM Middle School’s educational philosophy, curriculum and anticipated student outcomes grow out of our experience working with the children and youth of Berkeley. We understand the commitment and standards that need to be maintained in order for students to achieve academic success. Once a student realizes that they are capable of “doing the work,” they become confident, insightful and inspired learners. REALM Middle School will demonstrate to students and other stakeholders their capacity to do the work through ongoing monitoring of progress toward the measurable outcomes established in this section.

One of REALM Middle School’s core beliefs is that all of our students can and will be ready, academically and socially, to succeed in a four-year college program anywhere in the country. Whether students are low achieving, high achieving, special education, are developing English proficiency or otherwise, REALM Middle School will continually monitor each student’s progress toward expected outcomes to provide instruction and supports that are responsive to students’ needs.

REALM Middle School will pursue the measurable pupil outcome goals listed in the table below, as measured by multiple and varied assessments (as detailed in section IIIc below) that are aligned to state content standards, matched with the state and federal accountability systems, and reflect proficiency measures required by the Standardized Testing And Reporting (STAR) system.

Curricular Focus	Measurable Outcome Goals
English/Language Arts	Meet or make substantial progress toward state standards for English/Language Arts
Mathematics	Meet or make substantial progress toward state standards for Mathematics
Science	Meet or make substantial progress toward state standards for Science
History/Social Science	Meet or make substantial progress toward state standards for History/Social Sciences
Physical Education	Students will meet REALM Middle School standards in Physical Education
English Language Development	ELL students will make progress toward fluency in English
Special Education	Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans

REALM Middle School anticipates that at least 70% of students will demonstrate proficiency on California Standards Tests (CSTs), among those enrolled for three years at the school with attendance of 80% or better. Though CSTs do not measure the same standards from year to year, student movement across proficiency band levels (i.e., Below Basic to Basic) may still serve as a general indicator of progress. Combined with course grades, benchmark assessments and other evaluative tools, they will be informative of student progress. Additionally, CSTs in science and history-social science assume grade level reading comprehension of highly specialized content area text, CST scores in these areas may be considered taking into consideration students' proficiency in reading.

SCHOOL OUTCOME GOALS

In addition to being accountable to the state accountability system, REALM Middle School will pursue the following school-wide goals:

1. Students make progress toward the pupil outcomes listed above.
2. Relationships with the local community support the school's mission of creating students with the tools to be community leaders and problem-solvers.
3. Indicators of student satisfaction reflect strong school performance. Indicators of student satisfaction may include: high attendance, academic achievement and ability to meet educational goals, active involvement in school, participation in extracurricular activities and seminars and/or student surveys.

III.B. ACADEMIC PERFORMANCE INDEX

ACADEMIC PERFORMANCE INDEX GROWTH TARGET ACHIEVEMENT PLAN

REALM Middle School recognizes that academic accountability is one of the foundations of the charter schools concept and believes in the importance of federal and state assessments to school accountability for student academic performance. REALM Middle School, like all public schools, will be subject to state and federal accountability system, including the Academic Performance Index (API). API growth goals – both in the aggregate and for numerically significant subgroups - will be made clear to all teachers, who will develop a plan for meeting those goals together with the Director. The API Growth Target Achievement Plan will be developed as part of the school's process for continual improvement described in the "Use and Reporting of Data" section, below.

III.C. METHODS OF ASSESSMENT

Student achievement will be assessed using multiple measures, as described below and summarized in the following Student Outcome and Assessment Matrix.

Mandated State Assessments

As is required by the state charter law, REALM Middle School will conduct the state pupil assessments required pursuant to Section 60602.5, including the STAR tests and other mandated state assessments. We firmly believe that the academic program will fully prepare students for success in these statewide assessment programs. Additional support structures (i.e., classroom-based instructional modifications and differentiation, supplemental support classes supporting math and English skills, tutoring and mentoring programs, peer study groups, etc.) will be in place to ensure that students are meeting or making progress toward the state standards that are measured by the state assessments. Proficiency for our English Learners will be measured in

accordance with the CELDT, STAR test data, teacher observations, and other school-based measures.

Growth Measures: Pre- and Post-Tests, “Authentic” Assessments, and Ongoing Teacher Assessments

In order to effectively assess students’ academic growth over time, REALM Middle School will utilize several “value-added” growth measures, including school year pre- and post-tests with mid-year benchmarks and “authentic” assessments evaluated with school-wide rubrics. At the beginning of each academic year, REALM Middle School will administer a diagnostic pre-test to measure students’ strengths and weaknesses in English and Math. Throughout the school year, REALM Middle School will administer ongoing assessments to measure students’ progress toward academic outcomes in each content area. Teacher assessment tools will include teacher-developed quizzes and tests, student self-evaluation tools, teacher observations, and end-of-semester narrative evaluations. In this manner, we will be able to assess students’ initial skills upon their enrollment at the school and at the beginning of each academic year, during key “check-in” points throughout the year, and at the end of each year to ensure that students are making progress towards REALM Middle School’s pupil outcomes.

REALM Middle School will also use authentic assessments such as portfolios and learning demonstrations evaluated with teacher-developed rubrics to help measure student academic growth over time. In addition to providing additional, “value-added” growth measures for academic subjects, some authentic assessments may be used reflect how well students are achieving the social and emotional skills they need to be successful academically. Portfolios are selections of student work that include student reflection on their learning and will be reviewed by classroom teachers, administrators, and parents.

The Matrix below includes the currently required state assessments. We will administer the tests that are required by grade level, including the CSTs = California Standards Tests; Aprenda 3, and the CELDT = California English Language Development Test.

Student Outcome and Assessment Matrix

The combination of assessment tools used in each content area may vary by course; not all measures will apply to every course every year.

Measurable Outcome Goal Areas	Assessment Tools
Meet or make substantial progress toward state standards for English Language Arts	<ul style="list-style-type: none"> ● California State Test (CST) ● Pre- and post-diagnostics ● In-class assessments ● Authentic assessments
Meet or make substantial progress toward state standards for Mathematics	<ul style="list-style-type: none"> ● CST ● Pre- and post-diagnostics ● In-class assessments ● Authentic assessments
Meet or make substantial progress toward state standards for Science	<ul style="list-style-type: none"> ● CST ● In-class assessments

	<ul style="list-style-type: none"> • Authentic assessments
Meet or make substantial progress toward state standards for History-Social Science	<ul style="list-style-type: none"> • CST • In-class assessments • Authentic assessments
Students will meet REALM Middle School standards in Physical Education	<ul style="list-style-type: none"> • California Physical Fitness Test (Grade 7) • In-class assessments • Authentic assessments
ELL students will make progress toward fluency in English	<ul style="list-style-type: none"> • California English Language Development Test (CELDT) • CSTs • Benchmark and in-class assessments • Teacher and observation and optional parent input
Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans	<ul style="list-style-type: none"> • IEP progress and review

ASSESSMENT DESIGN

Student performance and assessment will take into account several assessment methods, likely based upon the assessment created and researched by Richard J. Stiggins, author of *Student Involved Classroom Assessment, 3rd ed., 2001*. Stiggins' work is based on the idea that effective assessment must directly correspond to specific achievement targets that have been made apparent to students as part of the instructional program. Various tools and resources will allow teachers to determine the most appropriate type of assessment to measure student mastery of a given standard. This method has been included based on proven successful use in elementary and secondary educational settings, and includes such assessments as selected response, essays, performances, and products.

Staff will use all pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. At no time will REALM Middle School become complacent with the examination of assessment findings. The goal will be continuous improvement to achieve the highest quality educational program that is possible. Staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

Grading Policy

Students will have regular examinations, performances, projects, papers and other assignments that will be graded using a conventional letter-grade system. Letter grades ranging from an A+ to an F will be given for all courses. Missing work may result in a grade of Incomplete (I). Teachers will determine the deadlines for submission of missing work, as well as the consequences and final grade when students fail to complete missing work. Grade point averages will be based only on REALM Middle School courses. Courses taken at other institutions will not be reflected in REALM Middle School's grade point average, but will appear on student transcripts with letter grades earned and the name of the sponsoring institution. Grade point averages will reflect distinctions for plus and minus grades. Class ranks will be

neither calculated nor reported. Report cards will be issued on a quarterly basis accompanied by detailed teacher narratives.

III.D. USE AND REPORTING OF DATA

Data Management, Analysis, and Continuous Improvement

REALM Middle School will identify or develop a school information system (e.g. Power School) that has the capacity to collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom-level analyses. The staff will be trained on how to interpret and analyze standardized test data to determine how the school will address any performance deficiencies or negative data trends. The data analysis will be tied to instructional planning and professional development so that teachers modify instruction accordingly.

Staff will use the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. REALM Middle School will use assessment findings to foster continuous improvement to achieve the highest quality educational program possible. In this way, staff will continuously be challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations.

REALM Middle School will analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time, evaluate specific, aggregated and disaggregated groups of students, measure performance on the state tests, API, and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis will also include attendance rates and comparative data as appropriate. REALM Middle School will also annually survey stakeholders (e.g., parents/guardians, students and teachers) to inform efforts at improvement.

Reporting Student Achievement Data

REALM Middle School's student performance data will be reported to school staff, parents/guardians, school board members and other interested community groups. Data will be reported both in absolute scores and year-to-year gains and losses. REALM Middle School believes strongly in creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to this rigorous academic school is necessary if their students are to succeed. REALM Middle School will encourage them to be actively involved in supporting their students' education. Dialogue with the teacher and Director will be ongoing for parents/guardians as they support their child through each academic year. At parent-teacher conferences, parents/guardians will review the progress of their student, sharing and discussing assessment results, schoolwork and conduct as part of the school community. At these meetings, home and school strategies will be discussed, so that the student is supported to improve his/her performance. In some cases where low grades or extreme behavior is an issue, a "Contract for Success" will be designed, highlighting problem areas and outlining various strategies with attainable benchmarks. This contract will guide the teachers and the parents/guardians, as they work together to give students the best chance of succeeding in school. Other interventions may be implemented as described above.

In addition to monitoring their children's progress, parents/guardians will receive reports of REALM Middle School's overall school performance. A key part of parental involvement includes letting us know what we are doing well and what we can improve upon. To enable this dialogue, parents/guardians need to have a holistic view of how our school is performing. As outlined in our school assessment plan above, we expect to use multiple assessment measures to gauge whether we are succeeding in our mission. Some of these performance measures include standardized test scores and API rankings. The results of state test scores and API rankings come out once a year and will be reported to our parents/guardians (via parental mailings, and parent association meetings) shortly after the rankings are released. This annual performance report will also include the results of our other assessments measures, including our growth measures, authentic assessments, etc. In addition to an annual report, we anticipate sharing with our parents/guardians through quarterly reports the results of any ongoing measurements (e.g., attendance rates) that fluctuate during the year.

IV. GOVERNANCE STRUCTURE

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

Non-Profit Status

Revolutionary Education and Learning Movement Charter School will be operated as a California public benefit corporation with IRS 501c3 status. During the development and start-up phase, Revolutionary Education and Learning Movement Charter School (REALM) will be governed by an interim Board of Directors comprised of members of the charter development team and other key community stakeholders. After the Revolutionary Education and Learning Movement Charter School is approved and operating, it will form its permanent Board of Directors pursuant to the organization’s bylaws.

Revolutionary Education and Learning Movement Charter School Board Responsibilities

The Revolutionary Education and Learning Movement Charter School Board of Directors will be responsible for the following activities:

- 1) Developing annual goals for the school and long range plans with input from the Director, teachers, and parent action committee
- 2) Establishing and approving all major educational and operational policies
- 3) Approving all major contracts
- 4) Approving the school’s annual budget and overseeing the school’s fiscal affairs
- 5) Evaluating the performance of the Director via a process to be approved by the board
- 6) Assessing REALM goals, objectives, academic achievements / student progress, financial status, and any need for redirection
- 7) Evaluating school and student performance
- 8) The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school’s Charter. As a part of this responsibility, the board will submit a yearly programmatic performance review to the BUSD, including an assessment of the school’s educational performance and its administrative and financial fitness. This report will also assess how well the school is fulfilling the programs outlined in this charter, specifically regarding student progress
- 9) Receiving reports from, and providing recommendations to, the Revolutionary Education and Learning Movement Charter School Director and staff

Governance Structure of Revolutionary Education and Learning Movement Charter School

The Board of Directors, comprised of teachers, parents, community members, and a student will set policy, approve the budget, and ensure that the school maintains high academic standards. Board members will be selected based on their expertise and skills and their commitment to represent the school’s student population and uphold the school’s mission. One key to the program’s success is the representation of parents and teachers on the board. Parent and teacher representation on the board is essential to ensure involvement of the school community. The remaining board seats will be filled by community members who have the desired mix of experience and expertise to ensure that the Board of Directors has the necessary skills to ensure

the school's success. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of REALM and an interest in serving the charter school's target student population. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the REALM program.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the REALM Director and teachers will carry out the day-to-day operations of the school. The Director will be the overall site manager and will report directly to the Board of Directors. The Director will be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the Board's directives. The teaching faculty will work closely with the Director to implement the educational program. The Director will be responsible for hiring, evaluating and termination of all teaching faculty and will oversee the conduct of the teaching faculty and other staff. Other administrative staff will report to the Director.

The Board of Directors, Make-Up of the Board of Directors

The board of directors will be comprised of between 7 and 11 voting members with legal, financial, and pedagogical expertise. The bylaws will call for 1-2 parents, 1-2 teachers, and 1 student to sit on the Board of Directors. The school's bylaws will also permit one representative of the Board of Trustees of the BUSD to serve on the REALM Board of Directors. To prevent any real or perceived conflict of interest or incompatibility of office, this district representative will not be a district staff or board member.

The Board of Directors will be drawn from the following sources:

- 1) One-two parents/legal guardians of students at the Revolutionary Education and Learning Movement Charter School
- 2) One-two teachers/teacher-administrators
- 3) One student of REALM
- 4) Three-five members from the local community
- 5) The BUSD may appoint a member to the board if it so desires

Election, Term, and Removal Process for Board Member

The board members will be chosen using the following methodology:

- 1) Each fall, the Board of Directors will accept nominations of candidates for serving on the Board of Directors. Parents, teachers, students, and community members interested in serving on the school's board will have an opportunity to give brief, five-minute presentations regarding their qualifications.
- 2) The then-seated Board of Directors will determine the selection process for filling any open parent, teacher, student, and community member seats with an attempt to achieve the desired mix of skills and expertise necessary to effectively govern the charter school.
- 3) The District may appoint a member to the board of directors if it so desires.

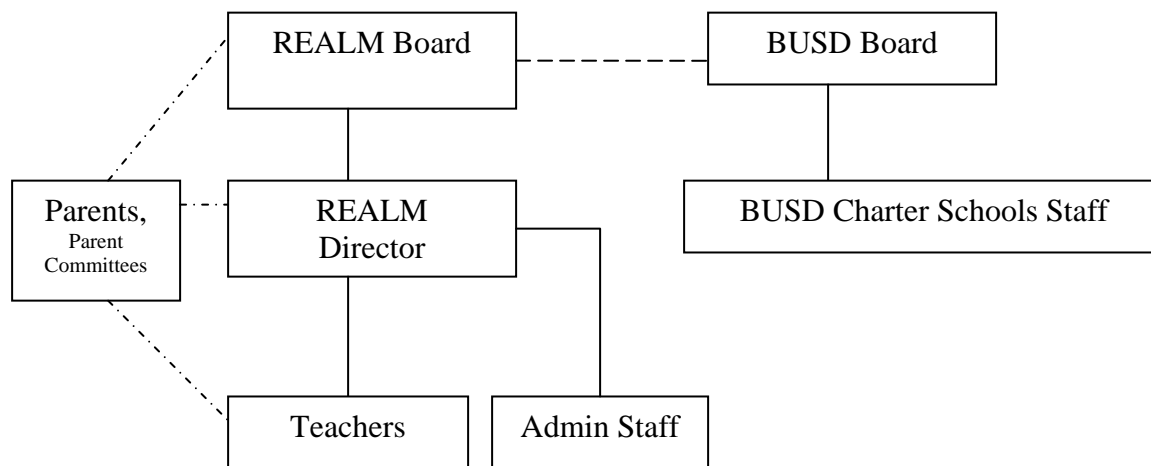
To establish continuity and sustainability for the charter school’s long-term success, members of the Board of Directors will serve three years in staggered terms. To create the staggered effect, the Board of Directors in the opening year will be elected to one, two, and three-year terms.

Revolutionary Education and Learning Movement Charter School board members or other members of the Revolutionary Education and Learning Movement Charter School community may recommend the removal of a board member pursuant to the Board of Directors’ removal policy and procedure that will be set forth in the school’s bylaws.

Structure of the Board

The Board of Directors will follow the Brown Act and will meet routinely. (Expulsion hearings and other confidential governance matters will be held in closed session, unless open session is requested by the parent of the child in question, according to current law). The board will appoint a member as chairperson, and others as secretary and treasurer (Chief Financial Officer). The secretary will take and keep meeting notes and be responsible for distributing the agenda in a timely manner. Two weeks before each board meeting, the secretary will send out a request for agenda items. The school’s Director and any member of the Board of Directors may request that an item be placed on the agenda, with ultimate discretion to set the agenda being held by the chairperson. The agenda for a board meeting will be emailed to all Board of Directors members prior to the meeting. The agenda may also be posted on the school website and will be posted in hard copy on the community bulletin board at the school site. The treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to the school’s primary fiscal employee to ensure that REALM is operating in a fiscally solvent manner.

The following is an outline of the proposed governance structure of REALM:



Bylaws

A set of bylaws, reflecting the governance structure described herein, is being drafted by a committee of elected board members, who will submit the bylaws to the full Board of Directors

for consideration and approval. The Berkeley Unified School District will approve any material changes from the governance structure described in this charter.

Board Training and Sustainability

REALM is committed to continuous improvement and on-going training to assist the Board of Directors in fulfilling its responsibilities to act as stewards for the charter school. To this end, the Board will seek appropriate training and educational opportunities, both as a full Board and individually. Such training experiences may include full-board training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. Training and education for new Board members will also be critical to ensure that these new members fully grasp their responsibilities as Board members and develop the requisite expertise in public school oversight and monitoring to be effective. New Board members will go through an initial orientation and will be given a stipend to attend supplemental training sessions in areas of school oversight where they are deficient. The school will maintain in effect general liability and board errors and omissions insurance policies.

Volunteers and Parent Action Committees

REALM believes firmly that active parent, student, and employee participation in school operations and governance helps foster a public school's long-term sustainability as a successful program.

Once a student is admitted to the school, his or her family is encouraged to sign up with one of the school's parent action committees. It is through working on these committees that many parents will complete their recommended parent participation hours. Possible committees include Fundraising Committee, Academic Mentoring Committee, Building Maintenance Committee, Diversity Outreach Committee, Art and Music Committee, Business Partnerships Committee, Teacher Support Committee, and Parent Relations Committee. The Director of the school and the Board of Directors will oversee and direct the work of these committees. Where appropriate, especially in the higher grades, students will be invited to participate on these action committees in an effort to involve students in the on-going operations of the school.

The charter school is responsible for screening of volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or at anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus during school hours must have a current TB test on file with the charter school.

Curriculum and Education Program Evaluation Team

REALM will adopt a Curriculum and Educational Program Evaluation Team, composed of the Director and/or Dean and not fewer than two teachers/staff members, who shall have the annual responsibility to advise the Board on curriculum/textbook adoption, changes to instructional methodologies and practices, curriculum implementation, professional development needs, inclusion of paraprofessionals, academic goals, assessment, and student performance

benchmarks, and other curriculum and instruction-related items requested by the Board of Directors. This team will report to the board annually and more frequently as determined by the board.

Special Education Governance

The Revolutionary Education and Learning Movement Charter School and the Berkeley Unified School District pledge to work in cooperation to ensure that a free and appropriate education is provided to all students with exceptional needs in accordance with all state and federal laws regarding provision of special education services.

During its first year of operations, the Revolutionary Education and Learning Movement Charter School intends to function as a public school of the Berkeley Unified School District for purposes of providing special education and related service pursuant to Education Code Section 47641(b). The Revolutionary Education and Learning Movement Charter School and the district shall annually, and in good faith, negotiate and enter into a written agreement, via a memorandum of understanding or annual operational agreement, to clearly specify the desired mix of special education funding and services to be provided and to detail the specific terms of such services and funding.

After its first year of operations, Revolutionary Education and Learning Movement Charter School shall have the right to pursue independent local education agency (LEA) and/or special education local plan area (SELPA) status pursuant to Education Code Section 47641(a) and the district shall not hinder or otherwise impede the efforts of the charter school to do so. In the event that REALM opts not to establish independent LEA and/or SELPA status, it shall remain an arm of the district for special education purposes as required by Education Code Section 46741(b), and shall continue to receive funding and services pursuant to the terms of this section and the annual agreement.

V. HUMAN RESOURCES

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

VA. QUALIFICATIONS OF SCHOOL EMPLOYEES

REALM will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the REALM board and/or the Director. The number, type, mix and salary levels of each employee are outlined in detail in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school.

REALM will adhere to the No Child Left Behind (NCLB) requirements with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. As specified in NCLB, as applicable to charter schools, REALM will have flexibility regarding the qualifications needed for teachers in non-core subject areas. In order to ensure implementation of the school's mission and educational philosophy, preference will be given to teachers who have experience designing and implementing a curriculum aligned to state standards.

Teachers

The Revolutionary Education and Learning Movement Charter School will employ a teaching staff who holds appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the "core" academic and college preparatory classes of mathematics, language arts, science, history/social studies. These teachers will be responsible for overseeing the students' academic progress and for monitoring grading and matriculation decisions as specified in the school's operation policies.

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all REALM teachers teaching core subjects will be "highly qualified" as that term is defined under NCLB and further defined by California state regulations implementing the NCLB requirements, as applicable to charter schools such as REALM. As required by NCLB, REALM will notify parents/guardians of students at the school if any teachers teaching a core subject will not meet these requirements. Applicants to teach in our program will be evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a CLAD credential.
- Knowledge and experience with project-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the REALM team to ensure continuous improvement for students, staff and REALM community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Willingness to use portfolios as one form of assessment.
- Positive references from most recent employment and/or college or graduate school.

The Revolutionary Education and Learning Movement Charter School may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

Director

The Director is the primary administrator of the charter school's program. In this role, the Director must possess both the leadership skills and academic competencies to effectively operate a high quality educational program. The Director will possess the following qualifications:

Leadership Competence

- The ability to articulate and support the philosophy and direction of the REALM academic program;

- The ability to implement program initiatives through appropriate professional development for staff;
- The ability to lead effectively within a team environment;
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school;
- The ability to use appropriate communication tools, especially current technologies;
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation;
- The ability to implement a shared decision making process agreed upon by all stakeholders;
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, mission and goals for the school;
- The ability to make informed, objective judgments;
- The ability to work with all staff to create an effective staff development plan for all staff;
- Ability to maintain and promote confidentiality as the norm under which the school operates;
- The desire and ability to engage in continuing education and skills upgrading.

Administrative Competence

- The ability to create and maintain a safe, orderly, positive and effective learning environment;
- The ability to annually evaluate the performance of all school-based staff;
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records;
- The ability to work well with the school governing board;
- The ability to create and maintain a climate of respect and fairness for all staff and students.

Overall Qualifications (Desired/Preferred)

- Professional Administrative Credential and/or Masters Degree in Education or equivalent;
- At least 5 years experience in the education field;
- Management, administrative and instructional expertise;
- Curriculum implementation expertise;
- Experience with school budgets;
- Willingness to learn about charter school leadership.

Support Staff

The school will seek administrative and operational staff that have demonstrated experience or expertise in the issues and work tasks required of them and will be provided professional

development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. REALM will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. REALM will comply with the provisions of the No Child Left Behind (NCLB) Act as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Director and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check will be required to undergo such a check through such services as a LiveScan fingerprint process. REALM will pay for such services on behalf of its prospective employees. These services will occur where the LiveScan service is offered, which may be located at district, county or local college facilities.

The Director will have the authority to create formal job descriptions for each position, recruit and interview candidates. The REALM board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The Director will have the responsibility of evaluating the performance of the teaching and administrative staff on a yearly basis. The REALM board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Director, with input from the REALM board, will determine the criteria by which to judge the performance of these employees. The REALM board will create the job description and review the performance of the Director on a year-end basis.

Hiring Plan

REALM aims to hire a diverse faculty composed of highly qualified, fully credentialed teachers in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. We have extensive experience working with the educational community in the Berkeley area, including educators who REALM believes would be a good match for our program. In addition to attracting talented personnel in the immediate Berkeley area, REALM plans to contact regional and national graduate schools of education to publicize REALM for experienced educators. We will also seek staff through teacher recruitment fairs, professional publications, newspapers and through our website.

Our program calls for the employment of 13 full-time positions during our first year of operation which includes ten certificated teachers, a Director, an Assistant Director, and clerical staff member. In year two, we will add one grade level and reach full enrollment. At full enrollment, we plan to employ three additional teachers for a total of 13 certificated instructors. All planned

positions are clearly depicted in the Staffing and Personnel Data section of our attached five year operating budget.

VB. COMPENSATION AND BENEFITS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Education Code Section 47605(b)(5)(K).

For retirement benefits, REALM currently anticipates that it will offer STRS to its certificated staff and Social Security for the rest of its non-certificated full-time staff, see attached financial plan. Non-certificated staff at REALM will participate in the federal social security system and may have access to other school-sponsored retirement plans according to policies developed by the board of directors and adopted as the school's employee policies.

REALM retains the option for its board of directors to choose to participate in California’s State Teacher Retirement System (STRS), Public Employees Retirements System (PERS) or Social Security depending upon employee eligibility and what the board determines is in the best interest of the staff and the school as a whole. REALM will participate in Social Security as required by law. If the board chooses STRS in accordance with Education Code Section 47611.3, the county shall create any reports required by STRS. At the county’s request, the school shall pay the county a reasonable fee for the provision of such services.

Regarding salary levels, REALM does not anticipate adopting a formal salary schedule. Although REALM does not plan to use a formal salary schedule, REALM recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. REALM will therefore seek salary levels similar to the general salary levels being offered by these surrounding districts. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. We are also prepared to offer individual candidates higher compensation than they would receive from local districts if this is necessary to attract high quality candidates to our program. This philosophy is reflected in the attached financial plan.

The Director, with approval from the REALM board, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow REALM to attract and retain the caliber of employees necessary for REALM’s success.

VC. EMPLOYEE REPRESENTATION

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.” Education Code Section 47605(b)(5)(O).

Revolutionary Education and Learning Movement Charter School will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, REALM employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective

bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

VD. RIGHTS OF SCHOOL DISTRICT EMPLOYEES

“Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M).

Those members of the charter school staff who leave employment in Berkeley Unified School District to work at REALM shall not have any right to return to employment within the BUSD without prior consent by the BUSD.

Employees of REALM who were not previous employees of the Berkeley Unified School District will not become employees of the Berkeley Unified School District and will not have the right to employment within the district upon leaving the employment of the charter school.

Upon dismissal from the charter school no previous BUSD employee may return to the district for employment without the prior written consent of the BUSD.

Berkeley Unified School District employees cannot be required to work at REALM, nor can the district require the charter school to hire district non-certificated, certificated, or confidential employees, with the exception of district employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to district transfers without written consent of that employee.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the charter school board of directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school Director or Dean will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the district when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, and instead, will be resolved through the personnel policies and procedures.

VE. HEALTH AND SAFETY

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the

school with a criminal record summary as described in section 4437. Education Code Section 47605 (b) (5) (F)”

Prior to commencing instruction, REALM will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school’s insurance carriers and at a minimum will address the following topics:

- 1) A requirement that all enrolling students and staff provide records documenting immunizations to the extent required by law, including mandatory tuberculosis screening for staff and volunteers expected to have prolonged contact with students.
- 2) Policies and procedures for school wide training to respond to natural disasters and emergencies, including fires and earthquakes (Disaster Plan). This Disaster Plan will be appropriate to the school site.
- 3) Policies relating to preventing contact with blood-borne pathogens.
- 4) A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- 5) Policies relating to the administration of prescription drugs and other medicines.
- 6) A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard.
- 7) Policies and procedures for the immediate reporting of suspected child abuse, acts of violence, or other improprieties, and the role and obligation of staff in the reporting of child abuse pursuant to CA Penal Code Section 11164.
- 8) A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- 9) A requirement that each employee of the school submits to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. The school will comply with the provisions of the California Education Code, Section 44237.
- 10) A policy against sexual harassment and provides for training on this topic.
- 11) A policy outlining school staff training on the school’s health and safety policies.

Health and Safety issues will be dealt with in accordance with REALM Board Policies. These policies will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis.

VF. 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.” Education Code Section 47605(b)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school’s policies, (2) minimize the oversight burden on BUSD, (3) insure a fair and timely

resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The members of the Board of Directors and the staff of the charter school and the district agree to resolve all disputes regarding this charter school pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors members of the school, shall be resolved by the charter school and the Board of Directors pursuant to policies and procedures developed by the charter school Board of Directors.

The district shall not intervene in any such internal disputes without the consent of the Board of Directors of the charter school and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Director of the charter school for resolution pursuant to the charter school's policies. The district agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the Board of Directors of the charter school has requested the district to intervene in the dispute.

Disputes between the Charter School and the District

In the event that the charter school and the district have disputes regarding the terms of this charter or any other issue regarding the charter school, both parties agree to follow the process outlined below. However, this dispute resolution process will not apply to those issues that may lead to revocation of the charter petition as outlined in EC 47607(c) unless the district chooses to have this process apply.

In the event of a dispute between the school and the district, the staff and Board of Directors members of the school and district agree to first frame the issue in written format and refer the issue to the district superintendent, or his/her designee, and the charter school Director. In the event that the district superintendent believes that the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement.

The charter school Director and the district superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the superintendent of the district and the Director of the charter school and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the superintendent and the Director shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be developed jointly. The superintendent and Director shall incorporate informal rules of evidence and procedure into the arbitration format unless both parties agree otherwise. The charter school and the school district shall each bear its own costs incurred as a result of its compliance with this dispute resolution process.

Oversight, Reporting, Revocation, and Renewal

The Berkeley Unified School District Board may inspect or observe any part of the charter school at any time. With only occasional exceptions, the district will seek to provide notice to the school at least three working days prior to any inspection, observation, or monitoring. If the Board of Education of the Berkeley Unified School District believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. REALM understands and accepts that the Board of BUSD may have legal right to revoke this charter if it has found legal and reasonable grounds for revocation specifically set forth in the law, provided however that BUSD has given REALM prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the district determines, in writing, that the violation constitutes a 'severe and imminent threat to the health or safety of pupils' (EC 47607d). REALM agrees to respond promptly to all reasonable inquiries, including inquires regarding its financial records.

The board of the Berkeley Unified School District agrees to receive and review the annual fiscal and programmatic performance review and annual audit. Within two months of the receipt of this review, the district must notify the Board of Directors of the charter school if it considers the charter school to not be making satisfactory progress relative to the goals specified in the charter. This annual notification will include the specific reasons for the district's conclusions.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION / EXPULSION POLICIES

VIA. STUDENT ADMISSION POLICIES AND PROCEDURES

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H).

The charter school will actively recruit a diverse student population. Students who understand and value the school’s mission and are committed to the school’s instructional and educational philosophy will be encouraged to apply. Admission to REALM shall be open to any resident of California that is of legal age to attend public school. Pupils will be considered for admission without regard to disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. The school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the BUSD.

Revolutionary Education and Learning Movement Charter School has no requirement for admission and must admit any child that wishes to apply. We do, however, have a family-school agreement which all parents will be asked to sign and orientation meetings which parents will be asked to attend. A family cannot be turned away for refusing to sign this agreement or refusing to attend an orientation. In no instance will a student be refused admission nor subjected to any form of discipline for failure of a parent to sign or comply with the family school agreement.

Family School Agreement

This agreement has two main components: 1) agreement to abide by the academic and behavioral rules of the school. Parents/legal guardians will be asked to sign a family school agreement stating that they understand the academic and behavior policies of Revolutionary Education and Learning Movement Charter School and will support those policies at home and will work to ensure that their children abide by the rules of the school. 2) Voluntary Family Participation Plan: the agreement will encourage parents to be actively involved in the school and will outline ways for parents to volunteer. Every effort will be made to offer flexible options to parents to perform volunteer hours; however, no student will be denied admission or continuing enrollment at the school due to their parents not completing volunteer hours.

No Admission Testing

Post matriculation, Revolutionary Education and Learning Movement Charter School will hold a grade-level knowledge-based examination, which allows the administrator or testing coordinator to assess the students’ readiness for the grade of entrance; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. These instruments aid in the development of individualized learning plans for children. Children who are working below grade level or simply need a little extra help will be provided extra tutoring and other services designed to remediate any deficiencies.

Application and Enrollment Process

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following: (1) outreach and marketing, (2) orientation sessions for students and parents, (3) an admissions application period, (4) an admissions lottery, if necessary, and (5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Revolutionary Education and Learning Movement Charter School will develop a standardized application form required of all prospective students. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Revolutionary Education and Learning Movement Charter School. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline for first year of operation

Applications for admission will be made available in March of our first year and will be due by the third Friday of April. The school will hold at least three parent information meetings between January and April so parents can learn more about the school before they apply.

Timeline for subsequent years of operation

Applications for admission will be made available in December of the previous year and will be due by the third Friday of March. The school will hold at least three parent information meetings between January and March so parents can learn more about the school before they apply.

The Lottery and Priority Admissions

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces for that grade will be filled by random lottery. This lottery will be held in a public setting. Drawings will be held on a grade by grade basis to fill the available slots per grade. All applicants to a grade will have their name randomly drawn. Those students who have their name drawn after the number of admission slots to that grade have been filled will be placed on an admissions waiting list for that grade in the order that they were drawn.

This lottery will take place during the last week of March (the lottery for opening year 2011 will take place during the first week of May 2011). The lottery will be conducted with the following admissions preferences being given in the following order:

- 1) students currently attending the school;
- 2) siblings of students already attending the school;
- 3) children of teachers and founders. This preference will be applied to no more than 10% of student slots. A founder is defined as any parent involved in the founding of the school that volunteered 200 hours toward the creation of the school. Families who have volunteered between 75 and 199 hours may qualify as founders if the available founder spots (as defined by the 10% figure) have not been filled. In this case, we will admit, in descending order, those families who have volunteered highest number of hours under 200;

- 4) students residing within the territorial jurisdiction of the BUSD (as required in education code section 47605(d)(2)(b)); and
- 5) all others;

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

The Enrollment Process

Each spring, after the lottery for admission, the school will hold orientation meetings for parents.

During orientation meetings, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet also includes information regarding student immunization records and a list of emergency contacts. Parents will also, at this meeting, have the opportunity to sign up with a parent committee through which they can donate volunteer hours to the school. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make an orientation meeting must make a personal appointment with the charter school's Director or designee to address the information covered in the meeting.

VIB. NON-DISCRIMINATION

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

The Charter School will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic balance that is reflective of the BUSD:

- 1) An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- 2) The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district; including materials in languages other than English to appeal to limited English proficient populations
- 3) Targeted meetings in multiple communities to reach prospective students and parents
- 4) The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the district
- 5) A random selection process will be used each school year and a ranked waiting list created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, REALM plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the Berkeley area. REALM

also may use bus stop signage and church and community group bulletin boards in an effort to tailor outreach efforts to a diversity of students/families.

VIc. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student is required to attend the Revolutionary Education and Learning Movement Charter School. Students who do not attend the school may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school of any local education agency as a consequence of enrollment in REALM, except to the extent that such a right is extended by the Berkeley Unified School District.

VIId. SUSPENSION / EXPULSION PROCEDURES

“The Procedures by which pupils can be suspended or expelled.” Education code Section 47605(b)(5)(J).

This policy and its rules and procedures have been established in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students and accord all students with similar rights to due process. These disciplinary rules and procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. In addition to these suspension and expulsion policies required for this charter, prior to completing student enrollment, REALM will develop a complete set of student discipline policies and procedures which shall be distributed to each student/parent as part of the Student Handbook.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, the use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to the charter school property.

The charter school Director shall ensure that students and parents/guardians are notified in writing of all discipline policies, rules, and procedures and given an opportunity to provide input and feedback on discipline policies and procedures. Transfer students and their parents/guardian shall be so advised upon enrollment. The notice shall state that these disciplinary rules and procedures are available on request at the charter school office.

Suspended or expelled students shall be excluded from all school-related extracurricular activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities pursuant to the Individual with Disabilities Education Act is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except to the extent that federal and state law or the student's Individualized Educational Plan (IEP) mandates additional or different procedures for that student. REALM will follow all federal and state law when imposing any form of discipline on a student identified as an individual with disabilities and according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the enumerated acts listed below if the act is related to school activity or school attendance occurring at the school or at any other school: (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off the school campus; (d) during, going to, or coming from a school-sponsored activity. A REALM student *shall be* recommended for suspension or expulsion for the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- 2) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the charter school Head of School or designee's concurrence.
- 3) Unlawfully possessed, used sold or otherwise furnished, or was under the influence of, any controlled substance as defined Health and Safety code sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- 4) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 5) Committed or attempted to commit a sexual assault as defined in Penal code section 261, 266c, 286, 288, 288, 288a or 289, or committed a sexual battery as defined Penal Code 243.4.
- 6) Made terrorist threats against school officials and /or school property.
- 7) Committed sexual harassment as defined in Education code Section 212.5.
- 8) Caused, attempted to cause, threatened to cause, or participated n an act of hate violence as defined in Education Code Section 233. (e)

A REALM student *may be* recommended for suspension or expulsion for the following acts:

- 9) Committed or attempted to commit robbery or extortion.
- 10) Caused or attempted to cause damage to school property or private property.
- 11) Stole or attempted to steal school property or private property.
- 12) Possessed or used tobacco or any product containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
- 13) Committed an obscene act or engaged in habitual profanity or vulgarity.
- 14) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in the Health and Safety Code sections 11014.5
- 15) Disrupted school activities or otherwise willfully defied the valid authority of supervisor, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- 16) Knowingly received stolen school property or private property.
- 17) Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- 18) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and /or retaliating against that student for being a witness.
- 19) Intentionally harassed, threatened or intimidated a student or group of students to the extent having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

B. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Informal Conference:

Suspension shall be preceded by an informal conference conducted by the charter school Director or designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the charter school Director.

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

Notice to Parents/Guardians:

At the time of the suspension, a charter school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the students may return to school. If school officials wish to ask the parent/guardian to confer

regarding matters pertinent to the suspension, the notice may add that state law requires the parent/guardian to respond to such requests without delay.

C. Authority to Expel

Only the charter school Board of Directors upon the recommendation of the expulsion panel may expel a student. The expulsion panel shall be made up of two teachers and one member of the REALM Board of Directors. The teachers shall not also be members of the REALM Board or the primary teacher of the student being considered for expulsion. The member of the REALM Board shall not be a REALM employee or an immediate relation of such an employee. The Board of Directors may expel any student found to have committed an expellable offense(s) listed above in the “Grounds for Suspension and Expulsion.”

Except for expulsions for offenses listed under Education Code Section 48915(c), a student may only be expelled upon the findings and recommendations of the expulsion panel if the charter school Board of Directors finds that the student committed the expellable offense and that at least one of the following findings may be substantiated:

- 1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2) That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

D. Expulsion Procedure

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the charter school Director or designee determines that one of the acts listed under “Grounds for Suspension and Expulsion” has occurred.

The hearing will be presided over by the charter school Director who will make a recommendation to the expulsion panel.

Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. The notice shall include:

- 1) The date and place of the hearing;
- 2) A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
- 3) A copy of charter school’s disciplinary rules which relate to the alleged violation;
- 4) Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in charter school to any other district in which the student seeks enrollment;
- 5) The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel;
- 6) The right to inspect and obtain copies of all documents to be used at the hearing;
- 7) The opportunity to confront and question all witnesses who testify at the hearing;

- 8) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

E. Record of Hearing:

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

F. Presentation of Evidence:

While technical rules of evidence do not apply to an expulsion hearing, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the expulsion panel to expel must be supported by substantial evidence that the student committed any of the acts listed in "Grounds for Suspension and Expulsion" above.

Finding of facts shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

The decision of the expulsion panel shall be in the form of a recommendation to the charter school Board of Directors which will make a final determination regarding the expulsion.

G. Written Notice to Expel:

The charter school Director or designee following a decision of the charter school Board of Directors to expel shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

- 1) The specific offense committed by the student from the acts listed in "Grounds for Suspension and Expulsion" above
- 2) Notice of the right to appeal the expulsion
- 3) Notice of the student's or parent /guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the charter school

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 a transcript of grades or report card, and health information. Upon expulsion from the charter school, students will attend school pursuant to the procedure of their district of residence pertaining to expelled students.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

VIIA. BUDGETS

Financial Plan

A financial plan for the school is included in a separate document. This plan is based on the best data available to the developers at the time the plan was assembled. The plan is based on many key assumptions, as outlined in the financial plan. Some of the most basic assumptions include:

1. 200 students in Year 1, with an ADA rate of 90%, growing to 300 students in Year 2 and reaching an ADA rate of 94% in year 5.
2. Funding rates based on the most recent projected charter school funding rates
3. Class size ratios of approximately 22:1 in the first year and then 24:1 in the following years.

VII B. FINANCIAL AND PROGRAMMATIC REPORTING

Budget and Financial Reporting Schedule

REALM will annually prepare and submit to BUSD:

- On or before July 1st, a final budget. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st
- On or before September 15th, a final unaudited financial report for the prior full fiscal year

Programmatic Audit

To make sure that the school is living up to the terms of its charter, the Board of Directors will develop a checklist of programs and goals described in this charter, and every year will appoint a committee of parents and community members to determine the school's success at implementing those programs and meeting those goals. The board will then, in coordination with the teachers and parents at the school, make recommendations as to how the school can further refine its program so as to meet the terms of the charter and fulfill the promise of our school vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to the district. We will also release this report to parents and the public at an annual public meeting. The programmatic performance review will include the following:

1. Summary data showing students' progress towards the goals and outcomes specified in Section II from assessment instruments and techniques listed in Section III.
2. Analysis of whether student performance is meeting the goals specified in Section II. This data will be displayed on both a school-wide basis and disaggregated by major

- racial and ethnic categories to the extent feasible without compromising students' confidentiality.
3. A summary of major decisions and policies established by the school's Board of Directors during the year.
 4. Data on the level of parent involvement in the school's governance and parent action committees.
 5. Data regarding the number of staff working at the school and their qualifications.
 6. A copy of the school's health and safety policies and /or a summary of any major changes to those policies during the year.
 7. Information demonstrating whether the school implemented the means listed in this charter to achieve a racially and ethnically balanced student population.
 8. An overview of the school's admission practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the number of students expelled and/or suspended.
 9. Analysis of the school's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
 10. Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the Charter.

OTHER FINANCIAL REPORTS

REALM will implement an attendance recording and accounting system which complies with state law.

REALM does not anticipate applying for the Charter School Revolving Loan Fund. If it did, REALM understands that it must comply with Education Code section 41365 if it receives funds.

REALM will be a directly funded charter school. REALM anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

REALM will provide the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

VIIIC. INSURANCE

Berkeley Unified School District shall not be required to provide coverage to REALM under any of the district's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect REALM from claims which may arise from its operations. The following insurance policies are required:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect REALM from claims under Workers' Compensation Acts, which may arise from its operations.
2. General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The

policy shall be endorsed to name the Berkeley Unified School District and the Board of Education of BUSD as additional insured.

3. Fidelity Bond coverage shall be maintained by REALM to cover all charter school employees who handle, process, or otherwise have responsibility for charter school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

Insurance Certificates

REALM shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the district. Facsimile or reproduced signatures are not acceptable. The district reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should REALM deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the district and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, REALM shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the district, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of REALM or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the district, its officers, directors and employees. The district shall be named as an additional insured under all insurance carried on behalf of REALM as outlined above.

With respect to its operations under this charter, the district shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend REALM, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of the district or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of REALM, its officers, directors and employees.

VIII. ADMINISTRATIVE SERVICES

REALM anticipates outsourcing the business functions of the school to a specialized charter school-specific provider to perform most of the business operations of the school. We anticipate

utilizing an experienced charter school provider to set up the school's chart of accounts in an easy to use accounting software package (e.g., Quickbooks). This provider would then have ongoing responsibility for the school's accounting. REALM further anticipates utilizing an outside payroll vendor (e.g., Paychex or ADP) for generation of paychecks and tax withholdings. REALM will coordinate with the county to report pertinent STRS payroll data. The county may request a reasonable fee for coordinating this transfer of data. The school plans on obtaining its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

Revolutionary Education and Learning Movement Charter School may contract with the district for business services or may contract with any agency experienced in school finance, as determined by REALM staff and/or its Board of Directors. The charter school anticipates hiring a charter school-specific business vendor with experience in charter school finance to run the bulk of the business needs of the school. The school may contract out for some specific services (e.g., payroll).

VIII. FACILITIES

REALM anticipates being located in the south/west area of Berkeley. Local schools in this area, such as Rosa Parks, are characterized by high percentages of students qualifying for free or reduced priced lunch (over 60 percent), high percentages of English Language Learners (most are near 50 percent), API scores in the lowest decile on the state-wide rankings, and almost all African American and Hispanic students. REALM anticipates having at least 70% of its students qualifying for free and reduced priced lunches and roughly 20% of its students being classified as English Language Learners.

REALM plans to lease facilities in the south/west area of Berkeley. The founding group has begun the examination of a number of potential school sites. Because of the current economic climate, the REALM founding team has discovered that there is a larger amount of real estate available on the market than one would typically expect, increasing the number of options. The founding team will carefully analyze the facilities options to ensure that the school selects a site that best meets the needs of the school's students and staff.

All facilities and sites will meet federal, state, and local building codes and requirements applicable to California charter schools prior to the site being used by REALM. Because of our high percentage of socio-economically disadvantaged students, REALM may apply and qualify for facilities financing assistance under the state's Charter School Facilities Grant Program, and/or the state-administered Charter School Facilities Incentive Grants. These programs are designed to provide facilities assistance to charter schools serving high percentages of free and reduced-priced lunch students by paying a portion of a charter school's monthly facilities costs. If eligible, REALM could have up to seventy-five percent of its on-going facilities costs covered by these programs.

VIII. TRANSPORTATION

REALM does not anticipate providing home to school or school to home transportation services; however, REALM will cooperate with BUSD and its SELPA to ensure that students with IEPs

that require such services receive them. REALM does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

VII.G. AUDITS

“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.” Education Code Section 47605 (b) (5) (I)

The REALM board of directors will form an audit committee to oversee selection of an independent auditor and the completion of an annual audit of the school’s financial affairs. The members of the audit committee will not have a direct, personal financial stake in matters audited.

Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller’s Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school’s financial statements, average daily attendance and enrollment accounting practices, and review the school’s internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor’s findings will be forwarded to the charter-granting agency, the county superintendent of schools, the State Controller, and the Superintendent of Public Instruction.

The school’s audit committee will review any audit exceptions or deficiencies and report to the school’s board of directors with recommendations on how to resolve them. The board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In addition, the charter granting agency’s primary factor when deciding whether an audit exception or deficiency is resolved is whether the auditor considers the item resolved; however, the charter granting agency may reserve the right to only consider an item resolved once the charter granting agency believes the item is resolved to its satisfaction (EC 47605(b)(5)(I)).

VIII. CLOSURE PROTOCOL

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

If the school ceases operation, and the board determines that there is no successor charter school which can carry out the mission of the school, then the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer and shall be the REALM Board of Directors. The

Authorized Closer shall commence closure proceedings by notifying parents and guardians of pupils, SBE, the County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence.

Pupil records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Ed. Code section 47604.33.

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, “Restricted Government Grant” means any grant or donation (in cash or in-kind (i.e., materials or property)) made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) (“school corporation”). If in connection with the closure, the Board determines that it will dissolve the school corporation (“Dissolution”), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law (“Law”) including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation’s assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation’s Articles of Incorporation.

VIII. IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of *Education Code section 47605(g)* that the charter school provide the school district with a district impact statement. This section provides information regarding the proposed operation and potential effects of REALM on the BUSD.

Administrative Services

The REALM will be constituted as a California Public Benefit Corporation and will be governed by a board of directors as described above. A school Director will enjoy lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the BUSD. These include financial management, personnel, and instructional program development. If REALM desires to purchase any administrative services from BUSD, REALM will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the BUSD. In addition, BUSD will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests.

Facilities

Because REALM plans to lease facilities and anticipates being responsible for routine maintenance of the facilities, including janitorial, grounds keeping, minor maintenance, and utility costs, the petitioners believe that the facilities impact on the BUSD will be minimal and will not affect the district's long-term facilities plans. In the event that the district has space available, the petitioners may seek to discuss with the district the potential for using that space and associated costs.

Civil Liability

REALM will be formed as a California public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the BUSD will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the BUSD does not complete its responsibilities for charter school oversight under the Charter Schools Act, the BUSD may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate BUSD personnel.

IX. ADDITIONAL CLAUSES

Term

The term of this Charter shall be 1st of July 2011 through the 30th June 2016. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the BUSD board of trustees and the REALM Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided, however, that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

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 respective boards of REALM and BUSD. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

The Berkeley Unified School District and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the district and the charter school.

The MOU shall include, but not be limited to the following:

Services to be purchased by the charter school from the district and the fee schedule for such services, transportation and food services to be provided by the district, if any, special education services and funding formulas, hold harmless indemnification, if required by the district, cash advances to handle cash flow issues, if necessary, charter school's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the district, and district support for the charter school in seeking additional funding.

The charter school may procure administrative services from the district, including site budgeting, instructional programs, development, custodial services, and food services accounting, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding. The district will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the school's financial statement and audit reports, performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of BUSD if REALM should default. As a nonprofit organization, REALM anticipates that BUSD's liability will be minimal as long as the district performs its oversight functions, according to law.

REALM reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

Communication

All official communication between the charter school and the Berkeley Unified School District will be sent via first class mail or other appropriate means to the Charter School Director and the Superintendent of the district.

Assurances

Revolutionary Education and Learning Movement Charter School:

1. Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. *[Ref. California Education Code §47605(c)(1)]*
2. Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. *[Ref. California Education Code §47605(b)(5)(O)]*
3. Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, nationality, race, ethnicity, religion, sexual orientation, association with a person or group with one or more of the above actual or perceived characteristics. *[Ref. California Education Code §47605(d)(1)]*
4. Will not charge tuition. *[Ref. California Education Code §47605(d)(1)]*
5. Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be offered a chance of admission through a random lottery process. *[Ref. California Education Code §47605(d)(2)(B)]*
6. Will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. *[Ref. California Education Code §47605(d)(1)]*
7. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
8. Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. *[Ref. Criteria for Review, §11967.5.1(f)(5)]*
9. Will ensure that teachers in the 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 non-core, non-college preparatory teachers. *[Ref. California Education Code §47605(l)]*
10. Will at all times maintain all necessary and appropriate insurance coverage.
11. Will be located at a facility within the boundaries of the school district *[Ref. California Education Code §47605(a)(4)]*
12. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

ATTACHED ITEMS

REFERENCES

PBL Research Summary: Studies Validate Project-Based Learning. Accessed November 16, 2009 at <http://www.edutopia.org/project-based-learning-research>.

Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press

Capon, N., & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction, 22*, 61-79

Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist, 27*, 291-315

Dochy, R., Segers, M., Van den Bossche, P., & Gijbels, D. (2003) Effects of problem-based learning: A meta-analysis. *Learning and Instruction, 13*, 533-568

Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly, 36*, 195-200; Sheperd

Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching, 45*(8), 922-939.

Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences, 7*, 173-208

Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education, 181*, 25-55.

Koh, G. C-H., Khoo, H.E., Wong, M.L., & Koh, D. (2008). The effects of problem based learning during medical school on physician competency: A systematic review. *Canadian Medical Association Journal, 178*(1), 34-41]

Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching, 42*, 921-946.

Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning, 1*(2), 49-69

McBrien, J.L. and Brandt, R.S. (1997). *The Language of Learning: A Guide to Education Terms. Association for Supervision and Curriculum Development.*

NWO (Netherlands Organization for Scientific Research) (2009, July 2). Physics Education Improves When Students Make Their Own Computer Models. *ScienceDaily*. Retrieved September 20, 2009, from www.sciencedaily.com/releases/2009/06/090630163328.htm

Schwartz, D.L., & Martin, T. (2004). Inventing to prepare for future learning: The hidden efficiency of encouraging original student production in statistics instruction. *Cognition and Instruction*, 22, 129-184

Thomas, John W. (2000). *A Review of Research on Project-Based Learning*. Prepared for the Autodesk Foundation, San Rafael, CA. Accessed November 16, 2009 at www.bie.org/index.php/site/RE/pbl_research/29.

Walker, A., & Leary, H. (2008). A problem based learning meta-analysis: Differences across problem types, implementation types, disciplines and assessment levels. *Interdisciplinary Journal of Problem Based Learning*.

ACADEMIC CALENDAR

REALM will offer at least the minimum number of instructional days per year (175 days) and number of instructional minutes per grade (grades 6-8 = 54,000). We anticipate offering significantly more than these minimums each year. REALM will open by September 30 of its first year of operation. We anticipate the following academic calendar and schedule for the 2011/12 school year:

Anticipated First day of school 2011-2012 : August 29, 2011
Anticipated Last Day of school : June 15, 2012
Anticipated First day of summer session : July 1, 2011
Anticipated Number of Instructional days : 180
Number of Instructional Minutes will exceed: 54,000

Anticipated holiday schedule:

Holiday	Dates
Labor Day	September 5, 2011
Veteran's Day	Nov 11, 2011
Thanksgiving Break	Nov. 21 – 25, 2011
Winter Break	Dec. 19 – 30, 2011
MLK Holiday	Jan 16, 2012
President's Day(s)	Feb. 20 – 24, 2012
Caesar Chavez Day	March 30, 2012
Spring Break	April 2 – 6, 2012
Memorial Day	May 28, 2011

SAMPLE MASTER SCHEDULE

REALM Middle School Sample Master Schedule: Grade 6, Year One

Sample Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 9:35 Period 1	8:10 - 9:35 Period 2	8:10 - 8:50 P1 8:55 - 9:35 P2	8:10 - 9:35 Period 1	8:10 - 9:35 Period 2
9:45 - 11:10 Period 3	9:45 - 11:10 Period 4	9:40 - 10:20 P3 10:25 - 11:05 P4	9:45 - 11:10 Period 3	9:45 - 11:10 Period 4
11:10 - 11:50 Lunch				
11:55 -12:30 Advisory		11:55 - 12:35 P5 12:40 - 1:20 P6	11:55 -12:30 Advisory	
12:35 - 2:00 Period 5	12:35 - 2:00 Period 6	1:25 - 2:00 P7	12:35 - 2:00 Period 5	12:35 - 2:00 Period 6
2:05 - 2:50 Period 7a	2:05 - 2:50 Period 7b		2:05 - 2:50 Period 7a	2:05 - 2:50 Period 7b

Annual minutes in sample block schedule (minimum for grades 6-8 is 54,000 minutes):

Total minutes in sample schedule:	58860
-----------------------------------	-------

Minutes per teacher in sample block schedule:

Course load:	Per week:	Daily avg:
6.5 periods + advisory (100% FTE): English, Math, Science, SS, Spanish, ELD	1580	316
8 periods (100% FTE): PE, Art, Digital Design	1680	336

Numbers of sections needed in this schedule:

4 groups x 7 periods	28
Total number of sections:	28

Numbers of teachers in this schedule:

3.075 FTEs w/ 6.5 periods + advisory:	20
1 FTE w/ 8 periods	8
4.075 FTEs, total number of periods:	28

Grade 6 course list:

	Content Area	# FTEs
1	English	0.62
2	Math	0.77
3	Science	0.62
4	Social Studies	0.62
5	PE	0.50
6	Art	0.50
7	Two options (1/2 period each)	0.46
		4.075

Options (1/2 period each):

Math Support - taught by core math teacher
 English Support - taught by core English teacher
 ELD - taught by core English teacher or ELD specialist
 Spanish
 Electives

Grade 6 master schedule:

1	Math	Science	PE	Art	<u>Common prep time:</u> Math-Science
2	Math	Science	PE	Art	
3	Math	Science	Social Studies	English	English-Social Studies
4	Math	Science	Social Studies	English	
5	PE	Art	Social Studies	English	
6	PE	Art	Social Studies	English	
7	Math Support	Elective	Spanish	ELD-English Support	
	/Math Support	/Elective	/Spanish	/ELD-English Support	